

CHARACTER AND CITIZENSHIP EDUCATION

A Syllabus for Use
in Teacher Training

VERNON JONES

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

WASHINGTON 6, D. C.

PRICE ONE DOLLAR

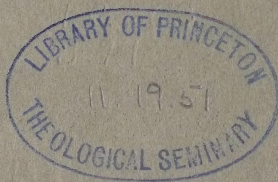
LC268
.J79

The
Charles G. Reigner



Education Reading Room

PRINCETON THEOLOGICAL
SEMINARY
PRINCETON, NEW JERSEY



LC268

.J79

NOV 19 1951
THEOLOGICAL SEMINARY

CHARACTER AND CITIZENSHIP EDUCATION

A Syllabus for Use in Teacher Training

BY
✓
VERNON JONES, Ph.D.

PROFESSOR OF EDUCATIONAL PSYCHOLOGY, AND
CHAIRMAN OF THE DEPARTMENT OF EDUCATION,
CLARK UNIVERSITY

With the cooperation
of a
Workshop conducted at Clark University
under the sponsorship
of the
Palmer Foundation

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION OF
THE UNITED STATES (HUGH BIRCH-HORACE MANN FUND),
1201 SIXTEENTH STREET, NORTHWEST, WASHINGTON 6, D. C.,
IN COOPERATION WITH THE PALMER FOUNDATION,
P. O. BOX 621, TEXARKANA, ARKANSAS-TEXAS

✓

COPYRIGHT, 1950, BY
THE PALMER FOUNDATION

ALL RIGHTS RESERVED INCLUDING THE RIGHT
TO REPRODUCE THIS BOOK OR PARTS THEREOF
IN ANY FORM

PRINTED IN THE UNITED STATES OF AMERICA

PREFACE

The purpose of this syllabus is to assist in the developing and conducting of courses, workshops, or seminars in character and citizenship education in teachers colleges and universities and in training programs in school systems. It is designed to serve many of the functions of a text-book. It seeks, however, to introduce greater flexibility into the course and greater freedom of emphasis for the instructors than would normally be possible in using one or two textbooks. It recognizes the large number of areas of specialization from which data should be drawn to deal effectively with this broad and rapidly developing field. It aims to guide the student in the use of many books and to stimulate the effective pooling of the experience of those who study together in the course.

Interest in a more dynamic approach to character and citizenship education in the schools has been emphasized in recent years by many national organizations: for example, by the Educational Policies Commission of the National Education Association through its publication of the pioneering book entitled *Learning the Ways of Democracy*, by several of the Foundations in the form of large grants for research and instruction in the field, and by the United States Department of Justice and the National Education Association in their joint sponsorship of the annual National Conferences on Citizenship. These and many other clear-cut evidences of genuine interest in this aspect of education are like beacon lights which indicate the course ahead. Teachers must be prepared to meet these new challenges and opportunities.

The Palmer Foundation, organized and supported by Clyde E. Palmer and his wife, Bettie M. Palmer, has seen this challenge ahead for teachers and administrators, and has set itself to the task of helping them to prepare to meet it. It is to this Foundation that we are obligated for the financial support and

the encouragement that has led to the preparation of this syllabus. The writer was invited by Dr. Henry Lester Smith, Director of Research of the Palmer Foundation, to organize a Workshop in Character Education in the Summer Session of 1949 at Clark University, and to prepare a course of study or syllabus in the field suitable for use in teacher-training institutions. The Foundation graciously permitted a change of the assignment from one dealing exclusively with character education to one dealing with character and citizenship education, and the work from the beginning has been within this larger framework.

The Workshop was a cooperative project contributed to by four professors from Clark University and five outside professors and lecturers and by many members of the community of Worcester whose organizations and businesses were visited. The names of the cooperating professors will be given later, but acknowledgment should be expressed here of their valuable contributions not only to the Workshop but also to the syllabus.

The original plan was to have the syllabus prepared jointly by all members of the staff of the Workshop, but due to the time-consuming nature of the Workshop itself, leaving no time for writing for any member of the staff, and to the fact that many of the contributors were from widely scattered areas geographically, it was necessary to abandon the plan of multiple authorship. Doubtless there are many flaws and weaknesses in the end product which might have been avoided if the original plan had been followed. There may, possibly, be some gains in organization and integration resulting from single authorship.

There are avowedly certain philosophical outlooks and psychological orientations running through the syllabus, and it would be patently unfair to commit any of the other members of the Workshop staff to these. It is the writer alone, therefore, who must bear the responsibility for the over-all frames of references and for any errors of omission or commission which grow out of them.

The syllabus has been prepared with the needs of practicing teachers, graduate students in Education, and seniors in teacher-

training institutions primarily in mind. It consists of eighteen units, each of which will probably require between two and five hours of class time, depending on the unit and on the intensiveness with which the instructor wishes his students to go into the topic in thought, reading, discussion, and possible activities. In using the syllabus with advanced undergraduate students it is believed that it should be tried first as the basis for only a semester course. In the hands of teachers and graduate students with teaching experience it is probable that the material will stimulate an extent and depth of study that will require two semesters for its completion. The general index will indicate the range of problems considered, and will serve as a helpful guide to students in making cross references and in integrating topics.

Each unit* consists of: (1) a number of problems or questions to guide the reading, independent thought, and group discussion of the students; (2) suggested readings, with a reasonable amount of pin-pointing of sections and pages in the interest of economy in student time; and (3) elaborations and aids to study of the original problems to make sure that the student understands the problem in specific as well as in general terms.

The reading references are designed to be representative and thought-provoking; they are, of course, not exhaustive. Every professor using the syllabus may wish to make additions and substitutions. In selecting the references the aim has been only to get one or two stimulating and readily available references on each important idea that is raised.

The arrangement of the reading references is roughly in order of their importance and probable availability. At times the order of arrangement is influenced by the order of the questions. For best results in the use of the syllabus, it is hoped that all the books and journal articles in the Bibliography will be available in as many classes and seminars as possible. Such complete library resources, however, are not considered absolutely necessary for the success of the course. For institutions having limited library facilities a recommendation has been made, at the beginning of the Bibliography, of

a brief set of references which, if supplemented by the usual standard books, yearbooks, and journals, will provide a rather satisfactory basis for student reading. Very few references have been made to journal articles due to their relative inaccessibility and the strict rules governing their use for general class purposes in many libraries.

In the preparation of this syllabus the writer is indebted to many persons and groups. To Mr. Clyde E. Palmer, founder of the Palmer Foundation, a deep debt of gratitude is due for making possible financially the Workshop and the publication of this book. He has followed the progress of both of these projects with keen personal interest and enthusiasm. Grateful acknowledgment is given to Dr. Henry Lester Smith for his suggestions and encouragement. Among his other contributions he has read the manuscript and has given us the benefit of his wise counsel. To Dr. Joy Elmer Morgan, Director of the Division of Publications of the National Education Association and Editor of the *NEA Journal*, and to the Hugh Birch-Horace Mann Fund of that Association, we are grateful for interest and cooperation in the distribution of this book.

We are indebted in countless ways, both tangible and intangible, to the following professors who contributed to the Workshop:

Robert N. Beck, Ph.D., Instructor in Philosophy, Clark University

W. Linwood Chase, Ph.D., Professor of Education, Boston University

Ryland W. Crary, Ph.D., Associate Professor of History, Teachers College, Columbia University

Earle T. Hawkins, Ph.D., President, State Teachers College, Towson, Maryland

Howard B. Jefferson, Ph.D., President and Professor of Philosophy, Clark University

Ernest M. Ligon, Ph.D., Professor of Psychology and Director of the Character Research Project, Union College

William Clark Trow, Ph.D., Professor of Educational Psychology, University of Michigan

Samuel Van Valkenburg, Ph.D., Professor of Geography and Director of the Graduate School of Geography, Clark University

Sincere appreciation is felt for the active and earnest co-operation of the heads of various business and cultural organizations in the City of Worcester with which contacts were made through trips and conferences in an effort to demonstrate the importance of teachers' knowing their communities and of establishing closer bonds of relation between their profession and other professions and businesses. And, finally, to all the teachers and graduate students who have studied with the author in the last twenty years he owes a debt of gratitude for the ideas which they have expressed or stimulated and for those which they have apparently considered as worthy of their acceptance and use. It is the reaction of many of these students to certain of these ideas that gives the writer courage to direct the attention of a wider audience to them. These student responses give one courage to believe that in this very complex field progress can be made and that such progress may be translated into improved instruction and learning of the future citizens in our schools and communities.

VERNON JONES

*Clark University,
Worcester, Massachusetts*

CONTENTS

UNIT	
I	Defining the Field of Study—Some Distinctions and Definitions 1
II	Objectives of Character and Citizenship Education 9
III	Relation of Home and Associates to Character and Citizenship Development 19
IV	The Teacher as a Leader of Youth 27
V	Physical Education and Athletics in Character and Citizenship Development 35
VI	School Discipline and Management—Its Relation to Character and Citizenship Education 41
VII	Influence of Religion and the Church upon Character and Citizenship Development 47
VIII	Influence of Newspapers, Books, Motion Pictures, Radio, and Television on Citizenship Development 57
IX	Personality Conflicts and Abnormalities, and Their Relation to Character and Citizenship 65
X	Misconduct and Delinquency 77
XI	Principles of Learning in Character and Citizenship 81
XII	Overview of Methods and Procedures in Character and Citizenship Education 95
XIII	Teaching Knowledge and Understanding 101
XIV	Direct Teaching through the Use of Precepts 107
XV	Incidental Teaching in Curricular, Co-Curricular, and Management Activities in the School 109
XVI	Student Experiencing, Part I: Group Discussion 113
XVII	Student Experiencing, Part II: "Activity" 119
XVIII	Evaluation, Research, and Pioneering in Character and Citizenship Education 129
	Bibliography 137
	Index 145

UNIT I

DEFINING THE FIELD OF STUDY—SOME DISTINCTIONS AND DEFINITIONS

Problems

1. When common or non-technical words like *character* and *citizenship* are used, why is there special need for distinctions and definitions?
2. What words or concepts are frequently confused with character?
 - (a) Distinguish between personality and character.
 - (b) Distinguish between temperament and character.
 - (c) Distinguish between morality and character.
3. What, if any, concepts are confused with citizenship, or with education for citizenship?
4. What is the relationship between character and citizenship?
5. Does the fact that the double concept of character and citizenship is used increase the need for clarification of the field of study? Why?
6. What is the field of study represented by the term *character and citizenship education*?

*Suggested Readings*¹

- McKown H. C. *Character Education*. Pp. 1-13.
- McDougall, William. "Of the Words Character and Personality." *Character and Personality*. 1932. Vol. 1, pp. 3-16.
- Roback, A. A. *The Psychology of Character*. Pp. 155-162; 450 ff.
- Carmichael, Leonard, Editor. *Manual of Child Psychology*. Chapter 14, "Character Development in Children—An Objective Approach," by Vernon Jones.
- Mahoney, John J. *For Us the Living*. Chapters 1 and 2, especially pp. 3-4; 37-39.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Chapter 1.

Elaborations and Aids to Study and Discussion

Problem 1.

The student might think of certain widely used terms in

¹For complete references see Bibliography, pp. 137-143.

social science, such as democracy, freedom, and liberty, and try to define each of these for himself. He might compare his definitions with those of a few other students. A comparison and contrast might then be made with the definitions of such relatively technical words as valence, oxidation, gravitation, in natural science. In which case is there greater agreement? Would the comparison be fairer if students in natural science classes were asked to define, say, heat and light?

If words or concepts like *character* or *citizenship* mean different things to different people, much time can be saved in future study by getting as much clarification and agreement as possible at the outset as to how the concepts will be used.

Problem 2.

(a) When we say that a certain person is a peculiar "character", we usually refer to a kind of all-round pattern of properties or characteristics which sets him apart from others as unique. It is about equivalent to saying that he is a peculiar personality or has a peculiar personality. This is an illustration of the confusion of personality and character. Strictly speaking, personality is a broader term than character. It covers the cognitive and affective aspects of one's make-up. It covers one's physical appearance, charm, bearing, carriage, and presence. To some extent it covers the conative side of one's behavior. In a word, personality is defined by Mark May of Yale University as a person's "social stimulation value".

Character is less extensive than personality, but it covers a certain segment of thought and overt behavior more intensively. Character deals particularly with the volitional and inhibitory phases of human behavior and concentrates on values which give direction, order, and meaning to life. It stresses creativeness in mind and action. In character we are always conscious not only of what *is* but of what *ought to be* both in conduct and conditions of life.

From the above are we to say that personality and character are unrelated? Or are we to conclude that in using the term character we are particularly stressing certain aspects and qual-

ities of thought and action? Do any goals or objectives of character education begin to emerge?

(b) The possible confusion between temperament and character is illustrated by Morton Prince, who, in comparing two individuals said: "The character of one is said to be good-tempered and the other bad-tempered." Here it seems clear that the emphasis is upon feelings or the affective side of one's experience. This is primarily the area to which the concepts of temperament and emotion apply. Of course it is not without some interest to the student of character and character development to know that a person is melancholy or gloomy, irritable or even-tempered, phlegmatic or sanguine. Indeed we may have as one of our objectives in character and citizenship education the controlling of the manifestations of temperament. However, these matters of temperament are not central to the concept of character, and no normal individual, as a result of whatever native or physiological conditions determine his fundamental temperamental type, is destined thereby to a high or low level of character and citizenship development.

The more we are removed from a person in time and space, the more are we concerned with his character and the less are we concerned with his temperament. Roback² in commenting on this point said: "The value of an individual's character does not depreciate with the lapse of ages; but his temperament is merely a matter of passing interest.—That Carlyle was bilious, choleric, or grouchy is certainly deplorable, but Carlyle's temperament, which counted so much with those he came in contact with, does not determine our estimate of the man from the point of view of character."

What does this comparison and contrast between temperament and character do to clarify our ideas as to what character is and what character education should be? Should it help us to guard against confusing interest in the peculiarities and idiosyncrasies of people with their character? Can you cite any illustrations from so-called "debunking biographies", from current radio programs, or from motion pictures which tend

²Roback, A. A., *Psychology of Character*, p. 147.

to make the temperament or other peculiarities of people seem more important than basic character and achievement?

(c) The comparison and contrast between morality and character bring out another important feature in the concept of character. In the study of morals we are usually concerned with those phases of behavior where the rightness or wrongness of response is judged in light of some conventional standards or social sanctions. In character we are concerned primarily not with the formal standards but with an underlying spirit—a spirit which may at times suggest changes in standards. The student of character is of course not unconcerned about conventional standards and the failure of people to meet them. In the case of children, for example, or others whose values and conduct do not come up consistently to the minimum of conventional standards, the immediate objective of bringing them up to this standard is of great importance. However, this is not the main challenge of character. In character we are concerned more with the drives and inhibitions which are self-initiated and more directly connected with the ongoing purposes of the individual.

Some writers go so far as to say that character does not necessarily involve good morality. Here the chief contention is that morality is so largely concerned with conformity to standards of a given time or place that there is little room for creativeness or volition in it. They therefore think of character as distributed from strong to weak, whereas they think of morality as distributed from conforming to non-conforming. This very extreme view we cannot fully accept, but it leads to a serviceable distinction if we provide for various blends of strong and conforming, strong and non-conforming, weak and conforming, and weak and non-conforming. This may be done graphically by drawing two lines, one vertical and the other horizontal, of equal length bisecting each other at right angles. If we place *strong* at the top of the vertical line and *weak* at the bottom, and if we place *conforming* at the right end of the horizontal line and *non-conforming* at the left, and then draw a circle cutting through all four points, we see the possi-

bilities for all blends of the two ideas: strong—conforming character; weak—non-conforming character; etc.

Morality, therefore, is not unrelated to character, but it contains much less of the creative and volitional aspects of thought and action. If we add to morality the ability for creativeness (the ability to reconstruct one's moral behavior above the level of the accepted standards) and volitional powers sufficient to mold one's conduct in conformity with such creativeness (even if it leads to non-conformity with the accepted standards and sanctions of one's group), then we have character.

If the student will think over some of the greatest models of character which history has revealed, he will see that these great men were often out of joint with the moral standards of their time and locality, and were frequently bitter in their denunciation of these accepted standards. Theirs was a higher morality born of creativeness of better standards and implemented by a courage and will to live by them and demonstrate their worthiness for adoption by others.

In our schools we have boys and girls who will live at various levels on the character scale. Some unfortunately will turn out to be delinquents and criminals, that is, weak and non-conforming in their character. Others will be just above the line of minimum respectability, and some of these, except for strong efforts on their behalf by home, school, and church, may fall below the line. For the education of these the distinction between morality and character will be but idle theorizing. But we have in our schools not only the potential criminals and "borderliners" of tomorrow; we have also the potential leaders of church and school and state. The only character and citizenship education befitting the challenge which such youth will face is that which stresses creativeness of mind and spirit to meet the new problems of a new day, and the courage and will power to implement such creativeness in individual and group living.

Problem 3.

When we hear the expression *education for citizenship*, what thoughts come to mind?

In answering this question doubtless you have considered the following:

- (1) Instruction of immigrants for taking out naturalization papers.
- (2) Instruction of young people in certain communities just as they reach voting age.
- (3) Civics or government. To what extent does civics deal with the functions and duties of citizens, and to what extent with the structure of local, state, and federal government?
- (4) Problems of democracy.

In *Learning the Ways of Democracy* is the word *democracy* about equivalent to *citizenship*? (See Chapter 1, and the Table of Contents.)

Problem 4.

If we consider citizenship as character in operation in situations involving public questions and group behavior, what effect, if any, does this have on our understanding of character, of citizenship, and of the relation between the two?

The student might draw a line and place the word *character* at one end and *citizenship* at the other. He might then think of a considerable number of situations involving behavior which he would ordinarily consider as being in the realm of character. He might do the same for citizenship. If he tries to place these situations on the character-citizenship line (or continuum) he will see that most of them involve intricate blends of character and citizenship. Very few will be so completely individual as to have no aspects of citizenship in them, and very few will be so public as to have no character aspects in them.

From the more formal viewpoint of government we can say that character and citizenship are brought together when we bring, as Edmund Burke said, ". . . the dispositions that are lovely in private life into the service and conduct of the commonwealth." From the more usual viewpoint of everyday

living, character and citizenship are brought together as we meet every group situation at the highest level of our personal character, and as we force our personal character to keep pace with the demands growing out of the ever-increasing intricacies of inter-personal and inter-group relations.

Problem 5.

Where two words are combined do we often have a resulting concept which is somewhat different from the sum total of the two? Is that the case here?

Problem 6.

What areas of learning and teaching can you identify between the field of civics or government on the one hand, and individual character or ethical training on the other? Future units will help to answer this as our study progresses.

UNIT II

OBJECTIVES OF CHARACTER AND CITIZENSHIP EDUCATION

Problems

1. Is the consideration of the objectives of character and citizenship education important at this point in the course? Why?
2. (a) Would a consideration of objectives come more appropriately and serviceably near the end of a course rather than near the beginning?
(b) Would it be advantageous to consider objectives both near the beginning and near the end?
3. The student should write out his own answer to the following: What are the main objectives of character and citizenship education in school?
4. (a) What are the objectives of character and citizenship education according to your readings?
(b) To what extent is there agreement in the objectives suggested by different writers?
5. Do you suppose that greater order and system could be brought into the suggested objectives by attempting to group them under a few headings in an over-all framework?
6. (a) Would such a set of general objectives, if they could be educed, probably be too abstract for practical usefulness?
(b) Can you suggest any device whereby general objectives can be used as touchstones for systematic coverage of specific objectives?
7. Are the possible contributions which all teachers and supervisors may make to the character and citizenship program in school clarified by a study of specific and over-all objectives?

Suggested Readings

- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Chapter 1, pp. 35-40; pp. 68-124. (Scan, noting large headings.)
- Quillen, I. J., and Hanna, L. A. *Education for Social Competence*. Pp. 46-68; pp. 88-90.
- Mahoney, John J. *For Us the Living*. Chapter 13.
- McKown, H. C. *Character Education*. Chapter 3.
- Charters, W. W. *The Teaching of Ideals*. Chapter 3, pp. 44-78.
- Peters, C. C. *Objectives and Procedures in Civic Education*. Chapters 1-4.
- McElhinney, R. S., and Smith, H. L. *Personality and Character Building*. Pp. 146-152.
- Neumann, Henry. *Education for Moral Growth*. Chapter 1.

Elaborations and Aids to Study and Discussion

Problems 1 and 2.

These are questions which might be asked concerning almost any course. They take on special significance, however, in the field of character and citizenship education because the field is so extensive and is contributed to by so many disciplines, and because so much is written and said about the objectives.

Problem 3.

The suggestion here is that the student write out his list of objectives on the basis of his experiences and prior to any readings directed primarily at objectives. After the objectives have been listed or described, they should be filed away for comparison later with a list based upon readings and reading-stimulated thoughts.

Problem 4.

Each student should read at least two or three of the suggested readings. In committee or in class the different suggested objectives should be assembled.

Problem 5.

Perhaps the student can be served best here by a sample. The writer will attempt to subsume under six items, in an over-all attitudinal framework, the various objectives suggested by the nine professors who contributed to the Workshop in

Character and Citizenship Education at Clark University.¹ In addition to the quotations from these contributors a few brief excerpts are being included from the older literature.

- (1) Education for character and citizenship stresses the pursuit of the objective of truth in personal and social conduct.
 - (a) Character and citizenship education should imbue the learner with the love of truth and right. (Dr. Ligon.)
 - (b) Character and citizenship education should lead youth to demand evidence for conclusions. (Dr. Jefferson.)
 - (c) Character and citizenship education should discipline the citizen and prospective citizen as a problem solver. (Dr. Crary.)
 - (d) "It is not enough that children be trained; the most important thing is that they learn to think. This leads to those principles from which all actions arise."—*Kant's Educational Theory* by Edward F. Buchner. Philadelphia: Lippincott, p. 123.
- (2) Education for character and citizenship teaches respect for the mind and spirit of man—respect for personality.
 - (a) "So act as to treat humanity whether in thine own person or in that of any other, in every case as an end withal, never as a means." Kant, Immanuel—*Fundamental Principles of Metaphysics of Ethics* (Translated by Abbot) London: Longmans.
 - (b) Character and citizenship education should hail the value of every individual and revere his equality and responsibility to society and toward other individuals. (Dr. Jefferson.)
 - (c) Character and citizenship education should consider the respect for personality as the supreme principle of ethics—an end for everybody, because no individual in practicing it interferes with the practice of it by others. (Dr. Beck.)
 - (d) Character and citizenship education should instill respect for every individual regardless of from where he comes. (Dr. Hawkins.)
 - (e) "If all mankind minus one were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind." Mill, John Stuart—*Liberty*. London: Parker, p. 33.

¹This Workshop was conducted in the 1949 Summer Session at Clark University, Worcester, Massachusetts, under a subvention from the Palmer Foundation.

(3) Education for character and citizenship actively attempts to develop a genuine and sympathetic concern for the welfare of others.

- (a) Character and citizenship education should embed in the individual sensitivity to the needs of others. (Dr. Ligon.)
- (b) Character and citizenship education should develop the determination to serve all humanity from the least to the greatest. (Drs. Ligon and Jones.)
- (c) Character and citizenship education should advocate friendliness, kindness, and cooperation among people of all kinds. (Dr. Jefferson.)
- (d) Character and citizenship education should teach cooperation and service on individual-individual, individual-group, and group-group bases. (Drs. Chase and Jones.)
- (e) Character and citizenship education foster "intergroup understanding, respect, and good will." Mahoney, p. 271.
- (f) "Whosoever will be great among you, shall be your minister; and whosoever of you will be the chiefest, shall be servant of all." *Bible*. Mark, 10:43 and 44.

(4) Education for character and citizenship constantly pursues the objective of social justice.

- (a) Character and citizenship education should teach that "Obedience to law is liberty."
- (b) Character and citizenship education should teach that the citizen, both young and old, is the inheritor of a great tradition and is a political effective with rights and privileges and corresponding duties and obligations. (Dr. Crary.)
- (c) Character and citizenship education should teach that democracy and freedom involve obligations as well as privileges, duties as well as rights, responsibility and justice as well as authority. (Dr. Chase.)
- (d) "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness. . . . That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." Thomas Jefferson in the *Declaration of Independence*.

(5) Education for character and citizenship aims toward the recognition and stimulation of growth, development, and creativeness in the conduct of individuals and groups.

- (a) Character and citizenship education should develop in the learner a growing awareness that ever-evolving self-imposed rational norms are the ideals of the good life. (Dr. Beck.)
- (b) Character education strives for "harmonious development, adjustment, and integration of one's personality." McKown, p. 58.
- (c) "The way is clear for educators, interested in improving the workings of democracy, to fashion teaching procedures, not yet tried, which aim purposively at the development of more intelligence on the part of the citizenry of tomorrow . . . to the end that political democracy may be managed by an increasing number of citizens who have the intelligence to manage it well." Mahoney, pp. 268-269.
- (d) Character and citizenship education should instill the principle that democracy as a way of life must be *learned* anew, and *earned* anew by every generation as its installment for a better world. (Dr. Hawkins.)

(6) Education for character and citizenship works toward the ideal of universalism.

- (a) Character and citizenship education should stimulate the individual gradually to achieve a world view, considering himself a member of the human race and not merely a member of a limited social, economic, religious, or ethnic group. (Dr. Jefferson.)
- (b) Character and citizenship education should encourage faith in the ability of people to work together voluntarily and without compulsions. (Dr. Hawkins.)
- (c) Character and citizenship education should help to develop a kind of society in which young and old voluntarily seek for the elimination of all barriers to anybody so that everybody can enjoy the fruits of all. (Dr. Hawkins.)
- (d) Character and citizenship education should stimulate faith in the basic friendliness of humanity. (Dr. Ligon.)
- (e) Character and citizenship education should teach that an individual has a right to expect for himself or his in-group only that which he is willing to have generalized as an opportunity for everybody to achieve under the same circumstances. (Dr. Jones.)

These six over-all objectives seemed to be satisfactory for covering all the specific objectives suggested in the Workshop. There is a logic running through them which may be of interest and value to the student as he attempts to organize the objectives in his lists for Problems 3 and 4.

The first objective suggested was truth as a basis for personal and social conduct. The contributions of the various school subjects in so far as they relate to attempts to stimulate youth to direct their lives in accordance with truth and fact—as contrasted with falsehood, ignorance, superstition, and wishful thinking—might be subsumed under this broad category. “Ye shall know the truth, and the truth shall make you free,”² so reads one of the great principles of mental life and conduct. We place this first in our list of over-all objectives because all the others must be subject to continuous examination before the tribunal of truth and fact.

Secondly, we look at man and we must respect him for what he is. His mind alone among natural phenomena is able to seek truth and justice. His spirit at its best is, among temporal things, the most worthy to be respected and praised. Our education must ever seek to liberate the mind and spirit.

In the third objective, we move away from the more abstract concepts of truth and respect for the mind and spirit of man, and consider the responsibility of character and citizenship education to concern itself with human welfare in the health, economic, and sociological areas.

The fourth objective concerns itself with the recognition of *rights* of others. It is one thing to admit that we should concern ourselves with human welfare out of the kindness of our hearts; it is another thing to recognize the principle that other individuals and groups have rights which it is our legal or moral obligation to respect in the interest of evolving social justice, and without any expectation of gratitude or praise. It is the step from our third to our fourth objective which is often difficult for good men and women to take if their treatment of their employees, or minority groups is founded largely

²Bible, John 8: 32.

on a paternalistic base. When self-seeking individuals or groups have their eyes more upon their rights and privileges than upon duties and responsibilities, it is on the fourth objective, rather than the third, that they test their treatment at the hands of others.

The fifth objective involves the recognition that individuals and groups grow and develop in their aspirations and conduct. It implies that in character and citizenship education we should teach and practice the doctrine that our treatment of individuals and groups should consider not only what they are but what they may become. This principle has special application in dealing with children and youth. What is adequate human welfare and social justice for us today will not be adequate for our boys and girls in their adult world tomorrow. Character and citizenship can never be static. Youth must be prepared to grow, to create, to solve problems that we as adults cannot foresee. The first four objectives were oriented toward the present; the fifth is oriented toward the future. It goes beyond respect for personality as it is; it asks for respect for personality as it may develop. It sees human welfare and social justice in the future, not as projections of today's solutions with their successes and failures, but as new solutions by more creative minds and warmer hearts made ready by an education more wisely geared to the possibilities of children and youth for growth and development.

The sixth over-all objective will encompass all the specific aims of character and citizenship education designed to lift the sights of youth beyond their own personal problems and those of their immediate groups. Just as the fifth objective is designed to extend our considerations temporally to the future, so the sixth objective is designed to extend it spatially. In the days of a rural economy, with narrow interdependencies outside the home or immediate community, a restricted view of one's obligations and responsibilities was to be expected. Today, however, the interdependencies of individual upon individuals and groups, and of groups upon other groups have become so great that the ideal of shared purposes is becoming

a "must" for normal operation of society, even in the physical sense of heating, clothing, food, and transportation. In the realm of attitudes, appreciations, and values how much greater is the need! Across management and labor lines there is need for better communication, greater understanding, more confidence, and better spirit. Character and citizenship education should lay the groundwork in the minds and spirits of young people for the universalizing of the principles of truth, right, and respect for personality, and for concern with human welfare and justice. In the areas of race and religion there are barriers which would largely disappear if we could teach our youth to universalize beyond their own groups the principles and practices which they readily admit as right within narrower confines. What is a privilege for one individual or group should be seen as a privilege for all; what is a duty for one should be seen as a duty for all.

Problem 6.

(a) The above six over-all ultimate objectives may at first seem to the student too abstract for much practical usefulness. They do serve, however, to show the student how he may go about organizing a variety of specific objectives under a few headings that may seem logical to him. Specific objectives are better for immediate implementation than more general ones, at least up to the point where they become too numerous and varied for systematic consideration and confidence in planning. But general over-all objectives are less varying from time to time and place to place, and set the general attitude of mind and the course of planning for the long pull.

(b) One method by which the six over-all objectives here suggested may be brought into contact with practical situations is to make a chart as follows and to consider the specific objectives (and/or situations) which might appropriately be classified in each cell.

AREAS OF LIFE	OBJECTIVES					
	I*	II	III	IV	V	VI
Home Life						
School Life						
Social and Recreational						
Health						
Economic						
Political						
Religious						

*See objectives as listed under Problem 5.

In the first cell, for example, we could consider the specific objectives of character and citizenship education which would come to mind as we think of the objective of "the pursuit of truth in personal and social conduct" as applied in home life. Two examples which will immediately come to mind here are: (1) Character and citizenship education should work toward improved and enriched home life by presenting or sponsoring facts about interpersonal relations. (2) Character and citizenship education should be concerned with promoting sex education through cooperation with specialists best equipped to give it. It is suggested that the student study the impact of each of the six over-all objectives upon each of the areas of life and suggest one or more specific objectives for each of the cells.

Problem 7.

Each student should consider the particular objectives to which he could make some contribution through—

- (1) His subject-matter interest.
- (2) His extra-curricular interest.
- (3) His interest as a leader and friend of youth, irrespective of (1) and (2).

For further consideration of this problem, see Unit IV.

UNIT III

RELATION OF HOME AND ASSOCIATES TO CHARACTER AND CITIZENSHIP DEVELOPMENT

Problems

1. What changes in the home in America in the last 75 years have had special bearing upon character and citizenship development of children and youth?
2. What factors or influences in the modern home are most likely to be associated with inferior character and citizenship development? What factors or influences are most likely to be associated with superior character and citizenship development?
3. Is there any evidence to indicate that the size of the family, the birth-order of children (whether oldest, youngest, etc.), and sibling rivalry are important factors in the development of children and youth?
4. What are the main areas of conflict between parents and their adolescent sons and daughters in the modern home?
5. What, if any, relation exists between the factors and conditions mentioned in Problems 1-4 and character and citizenship education in school?
6. Is there any relation between the home background of a child or youth and his choice of associates and friends?
7. What is the effect of class spirit or group morale upon character and citizenship development?
8. What suggestions can you offer as to ways in which educators can cooperate more actively with parents in their responsibilities with and in leadership of their sons and daughters?
9. What is your reaction to activities in the school designed to stimulate young people themselves to study problems of housing, recreation, friendships and club membership, delinquency, parent-youth relations, etc?

Suggested Readings

- National Society for the Study of Education. Forty-seventh Yearbook. Part I. *Juvenile Delinquency and the Schools*. Chapter 8, pp. 172-189, by Ralph H. Ojemann.
- American Council on Education. *Helping Teachers Understand Children*. Pp. 42-66; 131-135; 223-226; 294-363.
- McKown, Harry C. *Character Education*. Pp. 15-16; 409-431.
- Merrill, Maud. *Problems of Child Delinquency*. Pp. 58-94.
- Hildreth, Gertrude. *Child Growth Through Education*. Pp. 363-385.
- Thrasher, F. M. *The Gang*. Pp. 82-101; 132-147.
- Block, V. L. "Conflicts of Adolescents with Their Mothers." *Journal of Abnormal and Social Psychology*. 1937. Vol. 32, pp. 193-206.
- Olson, Willard C. *Child Development*. Pp. 214-252.
- Klein, D. B. *Mental Hygiene*. Pp. 251-272.
- Havighurst, R. J. and Taba, H. *Adolescent Character and Personality*. Chapters 5, 8 (especially pp. 87, 95-96) and 17 (especially pp. 184-186).
- Symonds, P. M. *The Dynamics of Parent-Child Relationships*. Pp. 103-143.
- Healy, W. and Bronner, A. F. *New Light on Delinquency and Its Treatment*. Pp. 1-13; 25-35; 47-50; 85-89; 146-153; 217.
- Kvaraceus, W. C. *Juvenile Delinquency and the School*. Pp. 71-100.
- Jones, Vernon. *Character and Citizenship Training in the Public School—An Experimental Study*. Pp. 228-230; 371-379; 384-386.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Pp. 266-272; 302-304; 287-288.
- Brown, A. W., Morrison, J., and Couch, G. B. "Influence of Affectional Family Relationships on Character Development." *Journal of Abnormal and Social Psychology*. 1947. Vol. 42, pp. 422-428.
- Neugarten, Bernice L. "Social Class and Friendship among School Children." *American Journal of Sociology*. 1946. Vol. 51, pp. 305-313.
- Morgan, Olive J., Beasley, W., Esterer, Louise A., and Belnap, L. *Parents' Responsibility in Character Development*.

Elaborations and Aids to Study and Discussion

Problem 1.

Consider at least the following:

- (1) Effects of industrialization and urbanization on home and home life. What factors have contributed toward poor housing and health conditions in many of our cities?
- (2) Changes in the work and play of children and youth in the last 75 years. Why do we give more conscious attention to play and recreation today than formerly? What is the trend in minimum age at which youth can procure gainful employment?

- (3) Changes in parental influences. Are there evidences of change or decline in parental influence? Are there areas in which parental influence has remained about the same or increased? If there are areas in which home influence has declined, what if any institutions or agencies in society have assumed this responsibility?

Problem 2.

The student should read and think about the following at least: affections in the home, harmony or discord in the home, broken homes, parental discipline and supervision, economic conditions, religious or non-religious background, nationality and racial background. Do you know of any home which is sociologically rather poor but which stands high from the point of view of the character and citizenship of the boys and girls who live there? If so, how do you account for this? Do you know of a case to illustrate the reverse? How would you account for that? (See Jones, pp. 725 ff., and Kvaraceus, pp. 71 ff.)

Problem 3.

The student will find interesting reading on certain angles of this problem in Symonds, pp. 99-109; Allers, pp. 173-184.

Problem 4.

Students might make a list based on their own experiences and observations, and pool their results. For a more exact study the student is referred to an investigation by Block who classifies the serious conflicts between adolescents and their mothers under the following large headings:

- (1) Clothes and manners, including personal manners, table manners, selection of clothing, etc.
- (2) Home relations, including food preferences, use of automobile, money and allowance, attitude toward boy friend or girl friend, comparison with brother or sister, etc.
- (3) Relations with friends, including going out with friends in their automobile, showing likes and dislikes for friends, entertaining of friends at home, etc.

- (4) School work, including marks achieved in school, selection of subjects, etc.
- (5) Miscellaneous, including choice of church, vocation, physical health, etc.

Problem 5.

Would better knowledge of the home background of pupils enable the teacher to diagnose more effectively individual and group attitudes and conduct in his class? Would such knowledge influence the teacher's objectives in character and citizenship education? Would it lay the groundwork for better teacher-parent cooperation? If all this were desirable from the point of view of the teacher and the school, what practical plan can you suggest whereby such knowledge concerning home background could be made available? Would parents cooperate in your community? (See particularly Hildreth, Chapter 21).

Problem 6.

Does the street or area where a young person's home is located influence his choice of associates? Is the answer different for young people of different ages? If it is more true at younger ages, do the friendships formed at those younger ages carry over and restrict the possible freedom of choice later? Does the vocation or friends of the parent or parents have any relation to the choice of associates of a boy or girl?

Havighurst and Taba stress the point that "social class" (whether upper, upper-middle, middle-middle, lower-middle, upper-lower, etc.) plays a large role in character and personality development. What is your reaction to this, and what do you think is the possible relation between the so-called "social class" of a youth and his selection of associates and friends? (See Havighurst and Taba, especially pp. 27-61).

Consider the old saying that "Birds of a feather flock together," which assumes that young people (and others) select their friends freely and on the basis of the kind of qualities they possess. Is this true in our modern cities and towns? If not, complete the following to make it agree more closely with

reality than the old saying in its original form: Birds flocking together -----

Perhaps you would like to suggest some other revision.

What are the main generalizations which you can make about the choice of friends and associates by youth today in your community? In the selection of one's clique, gang, society, etc., does the individual select the group, or the group the individual, or is it an interaction process? Is it sudden or gradual?

Problem 7.

When an individual becomes a member of a group are his attitudes and conduct influenced by the prevailing attitude and conduct of that group? Is the influence greater when he is in the physical presence of one or more members of the group than when alone? As an individual continues with a chum or a group for a longer and longer period do you suppose a gradual interiorizing takes place whereby the attitudes, values, and conduct which at first were partly dependent on the group for their arousal will become fixed in the individual's life as a part of his personal character? If so, would this work positively for improving an individual in a superior group (for example in a class where there was excellent class spirit or group morale) as well as negatively with an undesirable associate or inferior group?

What is the effect of *adventuring together* in building morale and cementing the group? What are the implications for educational method?

What would you expect the effect of superior class spirit to be:

- (1) To make all members of the group more alike in their attitudes and behavior, or more different?
- (2) To be general or specific? (For example, if the class specialized on honesty would the improvement be likely to spread to improvement in, say, cooperation or tolerance?)
- (3) To operate fully in influencing conduct only when all the elements are present upon which the class spirit is

dependent? (For example, might a class which is superior in its conduct with one teacher be quite different with another? If so, would it probably be more different or less different than if the class spirit had not existed in the first class?)

- (4) To set the conditions for the gradual interiorizing of certain superior attitudes and conduct in individual members of the group? What would you expect the effects of each of the following to be:
- (a) High morale in an athletic team?
 - (b) High morale in a delinquent gang?
 - (c) High morale in a social club in the school?
 - (d) High morale in a whole school?
 - (e) High morale in a home?

Problem 8.

Think of the challenge and opportunities for teachers with special training and accomplishments to cooperate with parents and other friends of the school. For example:

- (1) What does the guidance specialist have to offer that parents would be interested in?
- (2) What could the specialist in child development do?
- (3) Are there discussion groups, lectures, or other activities which social studies, or English, or science teachers could participate in¹ or organize?
- (4) What clubs or activities of interest to parents could the physical education teacher or health department organize?
- (5) What could the home economics teacher do? What could teachers with special ability in music, or art, or wood-work, or metal crafts do?

Are there activities which teachers could organize that would be suitable for parents and their sons and daughters to engage in together? If teachers were able to do more preventive work with parents, would they be in a better position to do corrective

¹Consider, in addition to locally sponsored activities, those of such national organizations as the General Federation of Women's Clubs and the League of Women Voters. The former cooperated in 1950 with the Palmer Foundation in sponsoring the preparation of a book entitled *Parents' Responsibility in Character Development*. See Morgan, under *Suggested Readings*.

work in cases of boys or girls who show serious misbehavior at school or delinquency outside? Is it easier to get parental co-operation for preventive work than for correctional? Why? (See especially Forty-seventh Yearbook, National Society for Study of Education, Chapter 8).

Problem 9.

The student will find in *Learning the Ways of Democracy* a description of: (1) an interesting project involving pupil participation in housing improvements, and (2) a project in pupil participation in a parent-youth conference.

UNIT IV

THE TEACHER AS A LEADER OF YOUTH

Problems

1. What are the main opportunities afforded in the classroom for the teacher to influence the character and citizenship development of his students? Along what lines may guidance be given in natural person-to-person relations? What opportunities are offered in the school subjects for the teacher to influence youth through the force of his personality or character? (See especially Klapper and Mirrielees.)
2. (a) List the characteristics of one or two teachers whom you have known who were the *least* effective in influencing the citizenship of their students in desirable directions.
(b) List the characteristics of one or two teachers who were the *most* effective in influencing the citizenship of their students. Try to analyze the differences between the teachers of the two categories.
3. (a) Are some teachers more effective with boys than with girls, and vice versa? Significance?
(b) How important is it for teachers to understand the abilities, values, and ideals of boys and girls?
4. What administrative and supervisory conditions inspire and encourage teachers to exercise leadership with youth?
5. Distinguish among the following: (a) leadership of children or youth; (b) friendship; (c) seeking popularity; (d) being a "character"; (e) making disciples.
6. In light of the main emphases in this topic, what suggestions do you have concerning the selection and training of teachers?
7. How important is the teacher's philosophy of life and daily conduct in his leadership of youth?

Suggested Readings

- Olson, Willard C. *Child Development*. Pp. 282-324.
- McKown, H. C. *Character Education*. Chapters 14 and 11.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Chapters 3 and 6 (scan).
- Quillen, I. J., and Hanna, L. A. *Education for Social Competence*. Chapter 16.
- Charters, W. W. *The Teaching of Ideals*. Pp. 242-260; pp. 349-358.
- McElhinney, R. S. and Smith, H. L. *Personality and Character Building*. Chapter 11.
- Bossing, Nelson L. *Progressive Methods of Teaching in Secondary Schools*. Chapter 2 (The Teacher).
- Fretwell, E. K. *Extracurricular Activities in Secondary Schools*. Chapter 2.
- Klapper, Paul. *The Teaching of History*. Chapter 10.
- Mirrielees, Lucia D. *Teaching Composition and Literature in Junior and Senior High Schools*. Pp. 521-536.

Elaborations and Aids to Study and Discussion

Problem 1.

Among other situations and opportunities, think of the following:

- (1) Handling of management and discipline problems, both individual and group.
- (2) Testing and handling test results and marks.
- (3) Contacts at recess and before and after school.
- (4) In clubs, athletics and other co-curricular (or extra-curricular) activities.
- (5) Subject-matter instruction, including assignment, classroom participation of students, questions of students, enthusiasm of teacher for subject, etc.

The opportunities for guidance and leadership through informal person-to-person contacts may be canvassed readily by students if, in addition to their readings, they will think back upon their secondary school days and consider the topics which they discussed, or would like to have discussed, with a very friendly and wise teacher.

The opportunities in the homeroom period are discussed in some detail by McKown, Chapter 11, pp. 240-260.

Problem 2.

(a) and (b) If each student will make his two lists independently before he does any reading on the subject, and these extemporaneous results are pooled in committee or in class the agreement on certain types will prove striking. After making the spontaneous lists the student might do his reading, revising his original lists as additional thoughts are stimulated by the reading.

Two studies based on least-liked and most-liked teachers in elementary schools may be of interest here. Jersild¹ found that the most often mentioned characteristics of least-liked teachers were: the sarcastic type, the scolding type, the poor disciplinarian, and the uninspiring teacher. The most often mentioned characteristics of the best-liked were: kindness, teaching skill, and sympathy. Witty² found that teachers showing the following characteristics were least-liked: bad temper, tendencies toward favoritism and unfairness, lack of interest in boys and girls as individuals, unreasonableness in demands, gloominess, sarcasm, unattractiveness in appearance, impatience and inflexibility, tendency to talk down to pupils, being overbearing, and lacking in sense of humor. The teachers who were most liked and rated as helping the student most had these characteristics and traits (in the order of mention): friendliness and cooperativeness in attitude, kindness and consideration for the individual, patience, wide interests, pleasing appearance and manner, fairness and impartiality, sense of humor, good disposition and consistent behavior, interest in pupils' problems, flexibility, liberality in the use of recognition and praise, proficiency in teaching.

Are these results strictly relevant to the problems here, since the questions are worded in terms of most effective and least effective teachers in influencing character and citizenship of students, whereas the studies mentioned deal with most-liked and least-liked teachers? (See Problem 6.)

¹Jersild, A. T. "Characteristics of Teachers Who Are Liked Best and Disliked Most." *Journal of Experimental Education*. 1940. Vol. 9, pp. 139-151.

²Witty, Paul A. "The Teacher Who Has Helped Me Most." Pamphlet published by *Elementary English*, 211 West 68th Street, Chicago, Illinois.

Problem 3.

(a) It is surprising that there has been so little research on this problem. In one experimental study of character and citizenship development in seventh and eighth grades, Jones³ found evidence that some teachers are more effective in their leadership of boys while certain others are more effective with girls. Although most teachers are presumably about equal in their leadership of both sexes, this difference in the case of at least a fair number of teachers is of interest. In Jones's investigation all the teachers were women. If both men and women had been included, do you think it probable that the differences in boy-influencing and girl-influencing would have been greater? Are some men more influential with girls than with boys? Are some men more influential with boys than any woman is likely to be? Are some women more influential with girls than any man is likely to be?

For effective leadership in character and citizenship education is it important to have both men and women teachers in secondary schools?

(b) Perhaps this problem might be approached best by considering (1) boys and girls separately, and (2) all youth irrespective of sex. Assuming that attention to possible differences between boys and girls has no importance for most teachers unless it contributes to leadership with both sexes, we might point out a few problems where attention to possible sex differences might be wise as a first step to a more general understanding and leadership of all youth. Should teachers have the same expectations and standards of comparison for boys and girls in all areas of curricular and co-curricular activities? Consider: (1) dramatics, (2) music, (3) athletics, (4) manual and mechanical arts, (5) linguistic subjects, (6) mathematical subjects, (7) sciences, (8) motivation including rewards and punishments, (9) conduct and school citizenship. Do some teachers show favoritism to boys or to girls? If so what is the effect on the leadership of the teacher involved? Can a teacher

³Jones, Vernon. *Character and Citizenship Training in the Public School—An Experimental Study of Three Specific Methods*. Pp. 165, 174, 201, 387.

adapt his instruction adequately to individual differences without showing favoritism? If so, how? Would you say that the greatest teacher is (1) the one who seems at all times conscious of individual differences in ability, in sex, in home background, etc., or (2) the one who through sympathetic and artful use of his knowledge and understanding makes all boys and girls feel that he is interested in them and in their goals whatever they may be.

Problem 4.

The student might consider among other factors and conditions these four:

- (1) Freedom of the teacher to initiate new plans, programs, and ways of doing things within limits.
- (2) Recognition of the teacher and possible reward in the form of expressed approval or professional advancement, for work well done in teaching and student leadership.
- (3) Leadership of the teacher by broad-minded stimulating men and women at the top.
- (4) Policies pervading the school system which will reward interest in and leadership of youth in their total environmental setting as well as knowledge of subject-matter, methods, and superstructure education.

Problem 5.

Obviously leadership of youth cannot be had for the asking; it must be achieved by every teacher anew with every student. No teacher ever reaches the goal of a high level of leadership with every youth whom he teaches. Very few, however, fail to exercise some leadership with some students.

The distinctions called for in this problem are probably made obvious by the asking. Some teachers in seeking true leadership develop only friendships with students; others miss the goal, achieving only popularity. Both friendship with students and popularity are important, but the student should determine wherein each of these comes short of true leadership.

Some teachers seem to think that to be something of an exhibitionist and stand out as "a character" is in the direction of

leadership. Does this add to or actually detract from a teacher's chance of being a real leader with youth?

The term, "making disciples" is used here in a very special sense of respecting pupils not so much for what they are as for what they believe. Some teachers, especially perhaps older teachers in colleges and universities, surround themselves with a few students who accept their doctrines so fully that they become not so much followers, being stimulated and led by the teacher, as disciples being made docile and indoctrinated by the teacher.

Problem 6.

In light of the importance of strong leadership qualities on the part of teachers who are to influence effectively the character and citizenship development of youth the problem of both the selection and training of teachers is of vital importance.

What suggestions do you have as to ways in which teaching can be made more attractive as a profession to more young men and women with real leadership qualities in high schools and colleges? Do you know of any national organization that is particularly interested in this problem?⁴ What do you think is the effect of strong teacher-leaders in schools in molding attitudes of students toward teaching as a profession?

Many of the reading references will deal directly or indirectly with suggestions concerning the training of teachers to make the most of their opportunities for character and citizenship education. The following six suggestions are being given as a springboard, so to speak, from which the student might take off in his reading and thinking. They are taken from the Education Policies Commission Report—*Education for All American Youth*, (p. 369).

- (1) Every teacher should comprehend the purposes of public education in a democratic society and should see clearly how his own work contributes to the achievement of these purposes.

⁴See article on "Future Teachers of America," by Joy E. Morgan, in *Journal of National Education Association*. 1942. Vol. 31, pp. 197-198. See also the following two publications of the National Education Association, Washington, D. C.: *Future Teachers of America*, Ninth Yearbook, 1949; and *Manual for FTA Clubs in High Schools*.

- (2) Every teacher should have both a liberal education and thorough preparation in the field in which he expects to teach.
- (3) Every teacher should be well prepared to assume his own obligations as a citizen.
- (4) Every teacher should have sympathetic understanding of boys and girls.
- (5) Every teacher should understand the nature and purpose of guidance and should have had practical experience in individual and group guidance as a part of his training.
- (6) Every teacher should have had training and experience in studying community problems or in working with community agencies other than the school.

Problem 7.

Some of the thinking which the student has done in connection with Problem 2 will be relevant here. Often after we have analyzed out certain characteristics of a great teacher-leader we feel that there is something in the totality of the person which we have missed. If you had that feeling after your analysis in Problem 2, is it possible that it was the teacher's guiding philosophy of life or the consistent example which he set from day to day that supplied the missing part?

In literature and drama we sometimes get a glimpse of a totality which is very helpful. Below we are quoting three paragraphs (with a few deletions) from the old classic, *Tom Brown's School Days*, which the student might relax and read for the picture which it paints. It is not chosen because of its direct application to the present. It does not preach, saying that teachers today should or must do this or that. It is the simple statement of the way an English writer felt about his headmaster in a public school in England years ago.

A TRIBUTE TO A TEACHER AND HEADMASTER

"What was it after all which seized and held these three hundred boys, dragging them out of themselves, willing or unwilling? True, there always were boys scattered up and down the School, who in heart and head were worthy to hear and able to carry away the deepest and wisest words there spoken.

But these were a minority always, generally a very small one, often so small a one as to be countable on the fingers of your hand. What was it that moved and held us, the rest of the three hundred reckless, childish boys?

"We couldn't enter into half that we heard; we hadn't the knowledge of our own hearts or the knowledge of one another; and little enough of the faith, hope and love needed to that end. But we listened, as all boys in their better moods will listen (aye, and men too, for the matter of that), to a man who we felt to be, with all his heart and soul and strength, striving against whatever was mean and unmanly and unrighteous in our little world. It was not the cold clear voice of one giving advice and warning from serene heights to those who were struggling and sinning below, but the warm living voice of one who was fighting for us and by our sides, and calling on us to help him and ourselves and one another.

"And so, wearily and little by little, but surely and steadily on the whole, was brought home to the young boy, for the first time, the meaning of his life: that it was no fool's or sluggard's paradise into which he had wandered by chance, but a battle-field ordained from of old, where there are no spectators, but the youngest must take his side, and the stakes are high. And he who roused this consciousness in the boys showed them at the same time, by every word he spoke and by his whole daily life, how that battle was to be fought; and stood there before them their fellow-soldier and the captain of their band."⁵

What word or words in the following quotation would you change to make it more directly applicable to our topic here?

"Nor knowest thou what argument
Thy life to thy neighbor's creed hath lent."

—RALPH WALDO EMERSON.

⁵Hughes, T., *Tom Brown's School Days*, pp. 141-142.

For another excellently expressed tribute, see *Henry Van Dyke—A Biography*, by Tertius Van Dyke. New York: Harper and Brothers, 1935. Pp. 380-381.

UNIT V

PHYSICAL EDUCATION AND ATHLETICS IN CHARACTER AND CITIZENSHIP DEVELOPMENT

Problems

1. Why is more interest being taken in physical education and athletics today than 100 years ago?
2. What is the relation of play and athletics to physical health?
To mental health and emotional stability?
3. What contributions to character and citizenship development accrue from well-directed physical education, play activities, and athletics?
4. Are there special opportunities in the hands of physical education teachers or the athletic coach for leadership in the area of character and citizenship education?
5. Are there demands upon the athletic coach which sometimes conflict with or conceal these possible character and citizenship functions?
6. What changes with regard to physical education and athletics do you feel should be made in the interest of making them a more effective force for character and citizenship development of youth?

Suggested Readings

- McKown, Harry C. *Character Education*. Pp. 226-238.
- Williams, J. F. *The Principles of Physical Education*. Pp. 3-13; 19-26; 43-47; 189-197; 121-138; 144-150; 172-180; 209-211; 239-248; 288-298; 310-326; 349-361.
- Sharman, J. R. *Modern Principles of Physical Education*. Pp. 58-91; 115-131; 164-170; 178-188.
- Voltmer, E. F., and Esslinger, A. A. *The Organization and Administration of Physical Education*. Pp. 367-378; 14-27; 134-160; 277-286.
- Monroe, W. S. (Editor.) *Encyclopedia of Educational Research*. Revised Edition, 1950. See Index for Physical Education, Athletics, Sex Education.
- Fretwell, E. K. *Extracurricular Activities in Secondary Schools*. Pp. 405ff.
- American Policies Commission. *Learning the Ways of Democracy*. Pp. 241-244; 271-272; 282-283; 292-297.
- American Educational Research Association. "Mental and Physical Health." *Review of Educational Research*. Vol. 19, No. 5, pp. 369-435.

*Elaborations and Aids to Study and Discussion**Problem 1.*

In answering Problem 1, the student should think not only of changes in specific situations and conditions but also of changes in the over-all socio-economic picture. For example, does the growth in urban population create new problems in connection with physical education and athletics? Why? Does the decreasing length of the work week in industry and business raise new problems and provide new opportunities for active recreation, play, and athletics? (See Williams, pp. 19-26; 43-47; 189-197.)

Problem 2.

The student will have no difficulty in finding many relations in answer to the first half of Problem 2. The last half may be a little more puzzling but if the student will think of the Latin quotation from Juvenal often seen in gymnasiums, he will immediately get himself oriented toward the answer: *Mens sana in corpore sano* (A sound mind in a sound body). Consider the possible influence of exercise, fresh air, and self-forgetful participation in enjoyable social activity upon sleep, upon worry, upon proper perspective toward oneself and one's problems. Would you agree with the following: The weaker the body the greater demands it makes upon the mind and the emotions; the stronger it is the more it frees the mind for healthful attention away from self and toward objective thought and action?

Problem 3.

The student should give attention in his reading and study to at least the following:

- (1) The role of physical health in socialization and citizenship development.
- (2) The role in emotional control and adjustment. Does physical education and athletics provide an opportunity for teaching and learning in this area? What is your reaction to the following from Fretwell: "Athletics pro-

vide for a high level of vitality; the vitality to see problems clearly, to see them whole, to have the stamina to make moral decisions, and to be free from nervous irritability"?¹

- (3) Opportunities for playing off surplus energy so that control of certain impulses is facilitated.
- (4) Opportunities for learning (through first-hand experiencing) sportsmanship, teamwork, cooperation, fair play, etc.
- (5) Opportunities for development in leadership. See Voltmer and Esslinger, pp. 277-286.
- (6) Opportunities for development of deep friendships, loyalties, and social consciousness.
- (7) Focal points are frequently provided for individual and group enthusiasms. Athletic contests often provide something for youth to rally around. The team and perhaps the school may provide something for the individual to be a part of which is bigger than himself. Are there opportunities here for emotional toning of desirable conduct?

Does the playing of games before audiences place special responsibilities upon the individual? Upon the team? Upon the spectators supporting the opposing teams? Does the playing of games before audiences raise problems of control and decorum on the part of individuals and groups?

Does the athletic coach often enjoy the advantage of special prestige with certain young people? If so, how may this operate in his individual and group leadership? Are there suggestions here for other educators? (Compare with Unit IV on the Teacher).

Problem 4.

After exhausting his first reactions to this problem, the student might find it helpful to consider each of the points of Problem 3 from the point of view of what the athletic coach might do. Whose help will he need in making the most of his opportunities?

¹Fretwell, E. K. *Extracurricular Activities in Secondary Schools*, p. 412.

Problem 5.

Is there a genuine conflict for the athletic coach between turning out a winning team, on the one hand, and developing citizenship, on the other? In the schools which you have attended have the demands upon the coach for winning been reasonable on the part of (a) the faculty, (b) the members of the team, (c) the student body, (d) the alumni of the school, (e) the community?

Problem 6.

In reading and thinking on this problem the following proposals should be among those considered and perhaps debated:

- (1) More activity for a larger percentage of the student body.
- (2) More intra-mural and inter-class sports.
- (3) Greater emphasis on sports, games, and other physical activities which will carry over into adult life, including winter sports, swimming, and camping.
- (4) More enjoyment of the contest. Less identification of enjoyment with winning. Elimination of the win-at-any cost attitude.
- (5) Less encouragement of students to stay in schools primarily to play on teams.
- (6) Less commercializing of school sports, and the use of them for advertising the school or community.
- (7) More genuine interest in athletics on the part of teachers.
- (8) More faculty interest and participation in the planning and execution of physical education activities. See Williams, pp. 209-211.
- (9) More interest and participation on the part of the teacher of physical education and the athletic coach in planning and execution of the total school program. Adequate preparation of teachers of physical education and of coaches to enable them to assume such responsibilities and leadership.
- (10) More education of school and community concerning the real place of physical education and athletics in education.
- (11) More leadership by educators in non-school community programs of physical education, athletics, and recrea-

tion, and more study of possible cooperation and integration between the school and non-school activities.

The group may find it interesting and valuable to invite a teacher of physical education or an athletic coach to visit with it and comment on certain questions or issues upon which the group would like the opinion of a practicing professional. Usually best results will be obtained if a few questions are carefully prepared and given to the visiting speaker well in advance of his meeting with the group. Normally such a meeting will be more successful if it comes near the end of the time to be devoted to the unit rather than at or near the beginning.

UNIT VI

SCHOOL DISCIPLINE AND MANAGEMENT—ITS RELATION TO CHARACTER AND CITIZENSHIP EDUCATION

Problems

1. To what kinds of conditions in school does the word discipline apply? Is discipline an outmoded concept? How would you define discipline?
2. What are the most frequent causes or precipitating conditions of inferior conduct in school? (Would the prevention or amelioration of these conditions be one worthy objective of character and citizenship education?)
3. What are the most frequent forms of misconduct in school? Are most of these really serious from the point of view of character and citizenship development?
4. What methods of discipline are most widely used by teachers today? Which of these do you think are the most successful? Do many of these deal with surface symptoms rather than basic causes? Consider each of the methods in its relation to character and citizenship development of the individual and the group.
5. What relationship do you see between this unit and that on personality maladjustment? Does a study of personality maladjustments throw any light upon the nature and dynamics of misconduct? Does it offer any suggestions as to methods of classroom management and discipline?
6. Is there any relationship between misconduct in school and juvenile delinquency? May strong leadership and sympathetic management in school help to prevent juvenile delinquency?
7. Discuss the relation between school discipline and character and citizenship education.

Suggested Readings

- Bossing, N. L. *Progressive Methods of Teaching in Secondary Schools*. Chapter 6.
- Mahoney, John J. *For Us the Living*. Pp. 152-172; 290-291; 311-315.
- Pringle, R. W. *The Psychology of High School Discipline*. Chapters 7, 8, 9, 14.
- Schorling, R. *Student Teaching*. Chapter 3.
- Burton, W. H. *The Guidance of Learning Activities*. Chapter 22.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Pp. 195-209.
- National Society for the Study of Education. Forty-seventh Yearbook. Part I. *Juvenile Delinquency and the Schools*. Chapter 3, pp. 48-65, by Norman Fenton.
- Hildreth, Gertrude. *Child Growth through Education*. Pp. 293-297; 281-293.
- American Council on Education. Commission on Teacher Education. *Helping Teachers Understand Children*. Pp. 382-400.
- Cutts, Norman E. and Moseley, N. *Practical School Discipline and Mental Hygiene*, Pp. 3-36; 56-79; 159-193; 250-314.

Elaborations and Aids to Study and Discussion

Problem 1.

List some specific situations in school to which the word discipline (good or bad) would apply. Consider the following: corrective discipline, preventive discipline, management, leadership, and motivation. Should the concept of discipline include preventive discipline, or is preventive discipline a conflict in terms? Would class-room management be a better expression? Are many teachers so successful in their ability to motivate all students and keep them busy with worthwhile tasks that they have no corrective discipline problems?

Problem 2.

Consider specific causes under such headings as:

- (1) Factors in the physical environment.
- (2) Factors in teacher management, including provision of outlets for mental and physical energy.
- (3) Factors in over-all school management and planning, such as carefully planned recess periods, strong backing of teachers in their discipline and management, etc.

- (4) Factors in the student, such as lack of training in manners, abnormal resistance to authority, unbridled desire for attention, personality maladjustments, etc.

Problem 3.

If each student will make a list of 5 or 10 specific forms of misconduct based upon his reading and experience, these will form a good basis for a class list. The items of the class list might then be ranked or rated on the basis of their seriousness:

(a) From the point of view of the teacher; (b) from the point of view of the class—i.e. disturbance with the learning activities and good class spirit; and (c) from the point of view of character and citizenship development of the individual.

Problem 4.

The results from an old but interesting study by Belting as quoted by Bossing are given below. Do you think these dis-

Disciplinary Devices Employed and the Percentage of Success in the Case of Each¹

Disciplinary Devices	No. of Cases	Percentage Successful
1. Kindness and sympathy	18	94
2. Loss of privilege	48	77
3. Same treatment as the offense to offender	26	69
4. Placed on honor or probation	21	61
5. Parents' assistance	21	57
6. Handled by board	7	57
7. Extra work	59	52
8. Lecture	24	45
9. Ridicule	9	44
10. Expulsion	84	43
11. Reprimand	35	42
12. Failure in work	23	39
13. Ignoring	33	33
14. Teacher's resignation	6	33
15. Corporal punishment	56	30
16. Apology	40	30
17. Suspension	88	27
18. Sarcasm	8	25
19. Nothing	149	6

¹Adapted from Belting, P. E.—*The Community and Its High School*. Chapter 10. New York: D. C. Heath, 1923.

ciplinary devices are about the same as used today? If not, suggest revisions. Do you think his figures on "percentage successful" would apply today?

In thinking of additional methods which should be considered, the student should give special attention to at least the following:

- (1) Teacher-pupil consultation.
- (2) Development of class spirit or morale.
- (3) Pupil participation in management. Is there a difference between student participation in management or government and student government?

Is there a fundamental difference in point of view toward discipline represented in Belting's list and that represented in the three suggestions given above?

Problem 5.

The study of personality conflict and maladjustment should serve to indicate clearly that not all misconduct is intentional disturbance or willful non-cooperation, deceit, or disobedience. It is sometimes the outward manifestations of tensions and conflict within the individual. Often the maladjusted person is doing the best he can with the personal problems which he is carrying and under the circumstances under which he lives. He needs understanding, help, patient treatment, sympathy, and encouragement. The student might glance at Unit IX with the idea of getting suggestions as to how personality disturbances may underlie unsatisfactory conduct in class or in inter-personal contacts.

What are the values of personal consultation with a pupil who has personality conflicts or is developing an uncooperative attitude? What are the possibilities of assigning special responsibilities whereby the pupil desiring attention may achieve it by legitimate means rather than by various show-off and other attention-getting devices?

Can you give an illustration of a teacher who was himself somewhat maladjusted and always tended to interpret any fun or other unusual behavior in the classroom as an affront to his

authority? Show how such an interpretation may be very unfair to the pupil or pupils involved. Give an illustration of a teacher who lacked self-control in his discipline.

Problem 6.

Delinquency and crime are to society in general what poor conduct in the classroom and on the playground are to the school. Delinquency and crime are more serious, of course, but all misconduct represents a threat to established authority and shows a lack of desirable internalized controls on the part of the offender. The student will doubtless think of several relationships between misconduct in school and juvenile delinquency. (Cf. Unit X.) We shall suggest three which he should consider along with others:

- (1) To what extent can the future delinquents and criminals in one's community be identified from the serious offenders in school? What types of offenses in school are most likely to lead to delinquency out of school?
- (2) To what extent may overly severe or other inappropriate discipline actually contribute toward delinquency or delinquent attitudes by creating lack of respect for or bitterness toward authority? Is unsympathetic discipline directed at the inattention or lack of interest of the failing student likely to create attitudes of resentment on his part? Is the student justified if he feels that it is partly the fault of the school if it does not supply some worthwhile work for him to do which is within his abilities?
- (3) What is the responsibility of the school for the delinquent who is returning from a "reform" school? If a young person has gotten into serious difficulty of some kind but has paid the price, does he deserve a fresh start, or should he be held under suspicion until he proves himself to be worthy of confidence and trust?

Problem 7.

- (1) Are there opportunities in school discipline to teach that outside authority should gradually give way to internal authority and control?
- (2) Are there opportunities for youth to learn respect for authority, and for the teacher to learn what type of

management and authority are considered worthy of respect?

- (3) Are there opportunities through school discipline for the teacher genuinely to understand the ideals and practices of youth and to get experience in changing these into an observable extent?
- (4) Are there opportunities for pupil and teacher to learn to face facts head-on, to do what is necessary, to forgive and forget?
- (5) Are there opportunities for a youth to learn to get along with and discipline others (say his own children later) by being wisely disciplined himself?
- (6) Are there opportunities for youth to learn the force of class spirit or group morale? (Does this come rightfully under this topic?)
- (7) Are there opportunities for youth to learn by participation in school management?

UNIT VII

INFLUENCE OF RELIGION AND THE CHURCH UPON CHARACTER AND CITIZENSHIP DEVELOPMENT

Problems

1. Has the influence of the church upon character and citizenship of youth in the United States increased or decreased in the last fifty years? Has your answer any bearing upon the responsibility for character and citizenship education in school?
2. Do most people, regardless of their attitude toward the church, assume in character and citizenship training that a capacity for religious or spiritual values is deeply rooted in human life? What do you mean by religion? Is a distinction between religion and the church an important one to make here?
3. What is the aim of religious education from the point of view of the church? Does the state and public school have any interest or stake in religious education? Why?
4. Do you believe there are important contributions, psychological or otherwise, which the church can provide in development of character and citizenship? If so, identify the most important of these contributions.
5. If your answer to Question 4 is in the affirmative, are there any methods or plans which you can suggest whereby educators can make provision for children and youth to get from religion and the church the added motivation or "drive" for superior character and citizenship? In your proposed methods or plans consider the constitutional and legal problems involved.

Suggested Readings

Ligon, Ernest M. *A Greater Generation*. Especially Chapters 19, 10, and 7.
Sperry, Willard L. (Editor). *Religion and Education*. Chapters 2, 5, and 1.
Weigle, L. A. "Public Education and Religion." *Religious Education*. 1940.
Vol. 35, pp. 67-75.

- American Council on Education. Committee on Religion and Education. *The Relation of Religion to Public Education; The Basic Principles.* Series I, Report of Committees and Conferences. 1947. Vol. 11, No. 26.
- Davis, Mary. *Weekday Religious Education.* U. S. Office of Education. Pamphlet No. 36, 1933.
- Coe, G. A. "Shall the State Teach Religion." *School and Society.* 1940. Vol. 51, pp. 129-133.
- Sockman, Ralph W. *Morals of Tomorrow.* Pp. 177-200.
- Allers, Rudolf. *The Psychology of Character.* Pp. 372 ff.
- Moehlman, C. H. *School and Church—The American Way.* Pp. ix-x, and Chapters 9, 5, and 6.
- Stokes, A. P. *Church and State in the United States.* 3 volumes.
- McElhinny, R. S. and Smith, H. L. *Personality and Character Building.* Chapter 12.
- McKown, Harry C. *Character Education.* Pp. 401 ff.

Elaborations and Aids to Study and Discussion
Problem 1.

A distinction should be made here between: (1) the *indirect* influence of religion and the church resulting from the Christian culture surrounding youth,¹ and (2) the more *direct* influences resulting from church and church-school attendance. In considering the former the student should think of some of the outstanding differences between Christian and non-Christian cultures: such differences, for example, as those involving the position of women, ethics in business, ideals of brotherhood, and dignity of every human being. Do you think these cultural influences have changed materially in the last 50 years? When we come to a consideration of church membership and church attendance, on a percentage-of-population basis, we find many reports, like that of McKown (p. 401), which conclude that the influence of the church upon youth has decreased in the last generation or so. If these reports are correct concerning the decreased number of young people (on a percentage basis) which the churches and their religious education programs are reaching, what institution or institutions in society do you think should carry larger responsibility for teaching values, ideals, and ethical conduct?

¹By church we mean all churches including Protestant and Catholic churches and Jewish synagogues, and by Christian culture we mean all the political, economic, social and basic religious doctrines and practices coming out of Christianity.

Problem 2.

Do the investigations by cultural anthropologists of backward peoples in the world today, and the study of ancient writings, including the Old Testament, lead to the conclusion that religion is deeply rooted in man's make-up?

If you conclude that man's capacity to be religious is a part of his make-up, would that mean that you assume a religious instinct? How do psychologists define instinct?² Consider some instincts that you have observed in lower animals. Does a given instinct manifest itself very differently in different animals of a given species? Can you suggest a human instinct? Is religion so unvarying from person to person and so unsusceptible to training that it fits the definition of instinct? Is religion listed as an instinct by any modern psychologist?

If religion is not considered to be an instinct, does this undermine the basis for faith in religion in human life? Consider the following as a possible psychological base for religion: Man has a multiplicity of drives or tendencies or wants, many of which are often in conflict with each other, and his religion is his way of achieving harmony among these conflicting wants. Religion concerns itself with man's value system.³ Through his religion man tries to place the goals and experiences of life in order of greatest meaning and worth.⁴

Ligon⁵ says: "Psychologically, a man's religion consists of his evaluative attitudes. . . . An evaluative attitude is a way in which one evaluates some aspect of his life. One man lives to eat, an-

²See *Dictionary of Psychology*, edited by H. C. Warren. The following definition from the Oxford English Dictionary is quite concise:

"An innate propensity in organized beings (especially in the lower animals) varying with the species, and manifesting itself in acts which appear to be rational, but are performed without conscious design or intentional adaptation of means to ends."

³For a stimulating discussion of religion and values, see *Experience and the Christian Faith* by Howard B. Jefferson. Nashville: Abingdon-Cokesbury Press, 1942. Pp. 162-182.

⁴In proceeding from this point some persons stress worth and ethical value more than meaning and doctrine, and religion comes to mean for them mainly a way of life; others stress meanings more, and religion for them becomes mainly theological beliefs and doctrines, including beliefs concerning origin, destiny, and the nature of God. To most people today probably religion means both a way of life and certain theological doctrines. On the character and citizenship principles suggested by religion as a way of life all major denominations in our country are in essential agreement; in theological doctrines they disagree in many particulars.

⁵Ligon, Ernest M. *A Greater Generation*. Pp. 67-68.

other eats to live. One thinks the ideal in life is high income,—another that it is serving his fellow man. One is suspicious and bitter toward his fellows, another has faith in them which persists in spite of their shortcomings. . . . The way life looks to us is clearly far more a function of ourselves than of life. The difference between the coward and the hero is all in how each looks at danger. Hatred and anger differ from magnanimity and charity only in man's evaluation of his fellows. Death itself looms up as a tragedy or an adventure depending on one's belief about the future. Mental disease and mental health can be described in terms of these evaluative attitudes. Strong and weak character, wholesome and morbid personality are likewise a matter of such attitudes. And a man's religion basically consists of his evaluative attitudes."

The philosopher Hegel said: "Religion is for consciousness that region in which all the enigmas of the world are solved, all the contradictions of deep-reaching thought have their meaning unveiled, and where the voice of the heart's pain is silenced—the region of eternal truth, of eternal rest, of eternal peace." The great English minister and philosopher, James Martineau, said: "If religion is defined as the belief and worship of Supreme Mind and Will, directing the universe and holding moral relations with human life, then civilization is unintelligible without it."

Recently Robert Millikan, the physicist and Nobel prize winner in physics, said in an address at Stephens College that: "Science without religion is dangerous, while religion without science is ineffective in building a better social order." When asked by a student why he, as a scientist, believed in God, he replied: "The universe is much too orderly to have come into being by mere chance. There is an Intelligence behind it. I believe in God because I have to. All the evidence points in that direction."

What is your reaction to these various quotations? Can you find or construct a definition of religion which satisfies you better than that of Ligon, Hegel, or Martineau?

Problem 3.

Consider the following statement from *Religion and Education*, edited by Dean Sperry: "The church school is the logical place . . . to teach them [children and youth] the doctrine of the church, its history, its Bible, its habits and customs, its way of worship, and its moral principles."⁵

In which of the above items would the state and public education be most interested? Is the character and citizenship program in public schools likely to be more successful with young people who have had a religious background and instruction in spiritual values? Why?

What is your reaction to the following quotation from Ligon?⁶ "One educator has asked, 'Why place the center of character education in religion and particularly in the church school instead of in the secular schools? The church is much too bound down by tradition and a lack of financial vision for its educational program. The school will really do the job.' The schools must play an indispensable role in character education. As for the quality of vision which the church may gain for character education, perhaps he is wrong. After all, it has not been very long since our vision for secular education was not very inspiring either. Moreover, there is at least one great force in the church that will probably see to it that that institution does carry out its character building responsibilities. That force consists of the parents of our children. However, even if the church as an institution should refuse to meet this challenge, the central role in character is still religion. Human nature can never achieve its highest potential without religion. If the church does not do its share in the task, the job will never be done."⁷

Do you agree with Ligon that the central role of character is religion? If this be so what shall be done in the character and citizenship program in school for the many students who have

⁵Sperry, Willard L., Editor. *Religion and Education*. See Chapter by T. P. Ferris, p. 107.

⁶Ligon is working systematically in the preparation of character education materials for church schools. He is Director of the Character Research Project at Union College, Schenectady, New York.

⁷Ligon, Ernest M. *A Greater Generation*. P. 66.

little or no religious background? Do you think it is possible that if the schools do the best they can with their character and citizenship education, indicating at all times their desire to have the religious support from home and church for their ethical teachings but avoiding any attempts to supply religious instruction themselves, the result would be successful with young people and stimulating to the church and home to greater efforts in religious instruction geared to the needs of modern youth?

Problem 4.

What is your reaction to each of the following:

- (1) The church is in a position to provide a strong emotional conditioning and drive to superior character and citizenship. The church is in a position to use the appeal of all the arts—oratory, song, story, painting and architecture—to give emotional toning to desirable conduct. It can hold up as an example the superior lives of the past and present. It is in a unique position to appeal to the hopes and fears of young and old.
- (2) The church is in a position to provide a definite orientation to life. Without fear of contradiction or restraint from within or without, every church is free to preach its own concepts of origin, destiny, and meaning of life. It can promote its own ideas as to the nature of God and of man. It can set up its own hierarchy of values, and make its own rules of conduct for its members.
- (3) The church develops extraordinary authority and prestige with its members. It can be strict or liberal as to sacraments and ritual. It can provide confessionals or not as it pleases. It can develop conscience and deal directly with feelings of guilt. It can speak with authority for its members in times of sickness and death.
- (4) The church serves a social and fellowship function. It promotes friendship and feelings of togetherness in its members. It brings together young people who are probably somewhat more homogeneous in ideals and outlook than a random sampling, and it believes that marriages and homes founded within one church or one denomination are more likely to succeed than those formed across denominational lines or outside any church.

Problem 5.

In your discussion study the following four plans which are in use or have been seriously suggested:

(A) *Broad religious education in the public schools which covers only those religious teachings upon which all denominational groups in the community will agree.*

In discussing this proposal consider the possibilities of actual agreement among religious leaders both in relatively homogeneous communities and those with heterogeneous populations. What is the law on the matter in your community or state? One or two students of the class might like to look up some of the judicial decisions which have been handed down on this plan. Many controversies and legal cases have developed over the problem of reading the Bible, singing religious hymns, and having prayers in public schools.

To introduce the student to the complexity of the problem we shall quote from three important legal cases:

(a) Judge Orton, in the famous and often quoted Edgerton, Wisconsin, case,⁸ said in part: "Reading from the Bible in school, although unaccompanied by any comment on the part of the teacher, is instruction . . . and has a tendency to inculcate sectarian ideas. . . . So long as our Constitution remains as it is, no one's religion can be taught in our common schools."

(b) Judge Sullivan in the Nebraska case⁹ came to the opposite conclusion from that just quoted. He said: "The fact that the King James translation may be used to inculcate sectarian doctrines affords no presumption that it will be so used. The law does not forbid the use of the Bible in either version in the public schools, it is not proscribed either by the Constitution or the statutes, and the courts have no right to declare its use to be unlawful. . . . The point where the courts may rightfully intervene . . . is where a teacher employed to give secular instruction has violated the Constitution by becoming a sectarian propagandist."

⁸State vs. Edgerton School District No. 8. *Wisconsin Supreme Court Report*, 76, 177, 44, N. W. 967.

⁹State vs. Scheve, 65 Nebraska 853, 91 N. W. 846.

(c) Judge Dunn in the Illinois case¹⁰ ruled as follows: "Prayer is always worship. . . . If these exercises of reading the Bible, joining in prayer and in the singing of hymns were performed in a church there would be no doubt of their religious character, and that character is not changed by the place of their performance. . . . The wrong arises, not out of the particular version of the Bible read or form of prayer used . . . or the particular songs sung, but out of the compulsion to join in any form of worship. The free enjoyment of religious worship includes freedom not to worship."

These quotations will help the student to realize the complexity of this proposal and the fact that the laws and practices in different states are quite different. There are even differences within a state. In some homogeneous communities the Bible is read and explanations given without any objection from anyone. However, in communities where there are sharp denominational differences or where a few "free thinkers" or atheists raise objections the schools must be very careful. In light of the restrictions under which the teacher must operate to guarantee freedom of conscience of students in the public schools, does it seem likely that the instruction which could be given under this first proposal would accomplish much for supplying motivation or drive for character and citizenship?

(B) *Religious education after school hours or on Saturdays and Sundays.* This is the most widely used plan, of course, at present. The Sunday Schools of Protestant denominations, special intensive work with their children who attend public schools by the Roman Catholics, and the work both on the Sabbath and after school on certain other days by the Jews, are all illustrations of this plan. Do you know of any community in which any planned integration has been worked out between the schools and the churches following this plan, whereby the teaching in the churches reinforces the character and citizenship education in the schools, and vice versa?

(C) *Religious instruction on released time.* This plan involves the excusing of pupils from public schools one or more

¹⁰People vs. Board of Education, 245 Illinois 334, 92 N. E. 251.

hours per week to go to their respective churches or church schools for religious education. This plan is in operation in over 500 school systems representing more than three-fourths of the states. In about one-fifth of the communities secondary school students as well as elementary are included. The plan has been in operation in some communities for more than twenty years and has grown slowly but steadily in its acceptance by new communities. What is your reaction to this plan? Do you suppose it has effectively avoided the criticism of possible union of church and state, or sectarian teaching in the schools? Do you suppose the churches are equipped to handle effectively so many children at the same time in most communities? What happens to the children of parents who have no church affiliation?

(D) *Religious education to take first place and permeate all other education.* This would require radical reorganization. To accomplish it in accordance with our constitutional guarantees of freedom of conscience and separation of church and state would require that all education be in church schools. This would mean the abandonment of the public school idea, and may seem to many too radical an idea to mention. However, it is a plan with a long history in many countries,¹¹ and some important church groups in America honestly believe that this is the wise and proper solution. What are your views on this in relation to its effect on character and citizenship education? Would the possible advantages and disadvantages of it be greater for the majority group or a minority group?

(E) *Character and citizenship education in public schools with active efforts to integrate such education with a revitalized religious instruction in home and church.* This is a plan which, we believe, will avoid any genuine fears of the union of church

¹¹Meiklejohn, writing on "From Church to State," says: "In three centuries we Protestants have transferred from one of these institutions to the other the task of shaping the minds and characters of our youth. . . . In the transition from the medieval to the modern form of human living I doubt if any other change is as significant as the substitution of *political* teaching for *religious*. We have changed our procedure for determining what kind of being human beings shall be. The significance of the change from church to state can be measured only if one can measure the difference between the purposes of these two institutions." (See Sperry, Willard L., Editor, *Religion and Education*. P. 4).

and state, on the one hand, and an over-secularization of education, on the other. It is a plan which will require active and broad-minded leadership by educators in cooperation with equally wise and far-seeing parents and churchmen.¹² It is a plan which does not have to be accepted or rejected *in toto* on faith at the start. It is one that can gradually prove its worth or its defects as real friends and leaders of youth join hands, in one community after another, in the interest of preparing the coming generation to meet its problems today and tomorrow in the spirit of Christianity and in the knowledge of truth and fact. The writer has, perhaps unwisely, argued for Plan *E* in the presentation of it. It is suggested, as a means of counteracting this argument and of considering objectively its weaknesses and strengths, that a brief debate be arranged on it. Is it essentially different from Plan *B*? Is it one-sided, asking the church and home to support the school's plan and offering nothing in return? Is it too visionary to expect the home and school and church to get together in any over-all planning even if the division of labor on the teaching of religion is satisfactorily arranged?¹³

¹²Dr. Payson Smith, former Commissioner of Education in Massachusetts, says: "The substance and method of education are more and more reflecting concern about the moral, physical, intellectual, and spiritual development. . . . Since both religion as increasingly interpreted and education as increasingly practiced are mutually involved in the development of character as reflected in behavior, it is inevitable that both precept and performance should become more and more the substance of education. Viewed thus, there is indeed much evidence to show that the schools, so far from being non-religious are, as a matter of fact, extremely effective for translating religious philosophies into decent individual and social behavior. In a recent letter, Brigadier General Farrand Sayre (retired) writes: 'If I were an Army Chaplain I would discuss honesty, honor, loyalty, duty, justice, mercy, and cooperation. A study of these words will improve our knowledge of our relations with one another; and since the ideas suggested by them are inspired by the Spirit of God, they lead also to a knowledge of Him.' What is true of the Army in this admirable statement can be applied to the schools. They not only teach the virtues that are inherent and stressed in religion; they likewise provide an infinite number of opportunities for their practice." (See Sperry, Willard L., Editor, *Religion and Education*, p. 55).

¹³Ligon says: "Character traits become real characteristics of our personalities only to the extent that they become general and are applied in all situations. Achieving this result is not easy. However, it seems logical to suppose that we have a far better chance of bringing it about if home, school, church, and all other social institutions which play a part in the child's life integrate their programs so that all of them will be emphasizing the same thing at the same time—probably different aspects of it, but none the less the same thing." (*A Greater Generation*, p. 50).

UNIT VIII

INFLUENCE OF NEWSPAPERS, BOOKS, MOTION PICTURES, RADIO, AND TELEVISION ON CITIZENSHIP DEVELOPMENT

Problems

1. What do young people read in newspapers? Could they be taught to read newspapers more effectively? How?
2. What are some of the views which you have heard or read on the effects of newspapers upon citizenship development? What effect do newspapers have upon crime and delinquency? (See especially Healy and Bronner.)
3. If you were convinced that a given newspaper in your community was doing damage to the character and citizenship development of children and youth, what steps would probably be most effective to take?
4. What is your opinion as to the effect of the comic strip and comic books upon the character and citizenship of young people? Why are they so popular?
5. Are there any types of books or magazines which tend to undermine the character and citizenship of youth?
6. Can you quote any results from experiments which seem at all conclusive concerning the effects of motion pictures upon children and youth? (See especially Forman or Charters.)
7. What is the influence of the radio and television upon youth?
8. What can the school and home do, if anything, about each of the above?

Suggested Readings

- Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Pp. 252-258; 236-240; 202-206; 164-165; 264-274; 396-398; 180-183; 281-283.
- Healy, William and Bronner, Augusta F. *New Light on Delinquency and Its Treatment*. Pp. 218 ff.
- Wrenn, C. G. and Harley, D. L. *Time on Their Hands*. Pp. 25-44; 1-24.
- Doob, L. W. *Public Opinion and Propaganda*. Pp. 423-527; 232-245.
- Encyclopedia of Educational Research*. Edited by Monroe, W. S. 1950. See Index for Newspaper, Motion Pictures, and Radio.

- American Council on Education. *Youth and Their Future*. Pp. 152-163.
- McKown, Harry C. *Character Education*. Pp. 376-400.
- Charters, W. W. *Motion Pictures and Youth: A Summary*. Pp. 1-66.
- Forman, H. J. *Our Movie-Made Children*. Pp. 141-195; 273-284.
- Dale, Edgar. *How to Read a Newspaper*. Pp. iv-v; 69-124; 149-167.
- Bell, Howard M. *Youth Tells Their Story*. Pp. 161-184.
- Woelfel, N., and Tyler, I. K. *Radio and the School*. Especially Chapters 1, 9, 10, 11.
- Brewer, J. M. and Glidden, C. H. *Newspaper Stories for Group Guidance*. Pp. vii-viii, pp. 12-21; 43-58; 111-118; 146-152.

Elaborations and Aids to Study and Discussion

Problem 1.

Each student might observe, or get reports from, several young people on this problem. If these individual reports are pooled, an interesting result will be obtained. These results should be compared with those based on careful studies and reported in the literature. Quillen and Hanna, for example, report the following order of frequency of reading for high school seniors (p. 164): Funnies, news, radio, sports, theater notices, society, columnists, advertisements, rotogravure, editorials, music notes, stores, magazine, art notes, book reviews, financial.

What is your conclusion from such results? Do you think teachers should seek to change this order of preference? What would be your attitude toward giving instruction in school in newspaper reading, including work with two or more different newspapers in the class during this period of instruction?

Would you favor having high school students read at least two different newspapers, each representing a different political philosophy, if this could be arranged? What would be the advantages and disadvantages of this plan? If this were done would it be best to use local papers or papers from another city? Why? Do you think you could stimulate reading on controversial issues without getting yourself and the school involved in the controversy? Is there anything which the school can teach on methods of getting facts for one's opinions and on how to differ with another person and still respect the other

person and his opinion? Study the methods of the *League of Women Voters*.¹

Problem 2.

First, it is suggested that you write down your own views and those you have heard or read.

Second, give your reaction to each of these statements, which the writer has encountered in reading and discussion:

- (1) Newspapers are the main media by which youth and adults keep up with what is going on locally, nationally, and internationally, and they are indispensable for an informed citizenry.
- (2) The editorials and feature articles are important interpretative and educational services which newspapers offer in the interest of developing sound attitudes, social consciousness, and good citizenship.
- (3) Newspapers give all the important news which their subscribers want; they describe not only the bright side of the news, such as the educational, artistic, social, and service activities in the community, but also the dark or anti-social side, including delinquency and crime.
- (4) Newspapers keep the public alert to the amount and nature of delinquency and crime in the community and nation.
- (5) Newspapers indicate the fact when criminals are apprehended and brought to justice and thereby show that crime does not pay.
- (6) Newspapers indicate from time to time the consequences of delinquency and crime in editorials and feature articles.
- (7) By featuring crime in headlines so much some newspapers make crime seem common, and thereby lessen the feelings against it and "lower the barriers to it". (Some competent visitors from other countries, for example, have made this observation. See Healy and Bronner).
- (8) Some newspapers make the delinquent or criminal seem an adventurer and a hero.

¹Communicate with your local or state branch, or write to the National Headquarters, League of Women Voters of the United States, 726 Jackson Place, N.W., Washington, D. C. The *Election Handbook* of the League is particularly relevant to our problem here.

- (9) Newspaper descriptions which stress the loot and the seemingly easy get-away make crime seem profitable.
- (10) By revealing the techniques of crime the newspaper may help to educate the young delinquent in these devices; by revealing the methods employed by police and detectives in apprehending the delinquent or criminal, the newspaper may educate the offender in methods of escaping detection.

Would the applicability of each of these statements depend on the particular newspaper which one was considering? Which ones apply to the newspaper which you read most frequently?

Problem 3.

Among other steps which you suggest, consider the following:

- (1) Educate tastes to the point where young people will prefer to read better papers rather than the ultra-sensational ones.
- (2) Invite the editors of papers to meet with the class or with a committee of teachers and students to discuss the problem.
- (3) Take up the problem with the Parent-Teacher Association or some other organization to get out-of-school opinion on and possible support for a conference with the newspaper editor or publisher.
- (4) A committee of educators or of educators and pupils to visit the editor of the offending newspaper and present facts about one or more specific "stories".

Is an editor or publisher more likely to listen sympathetically to facts and opinions about the effect on children and youth of one or two specific "stories" than to a more or less broadside or general attack upon his paper?

To what extent is the influence of a teacher in situations such as that in Problem 3 dependent upon his leadership and standing in the community? Does the teacher's interest and service in both school and non-school community affairs have any bearing here?

Problem 4.

To what extent are newspaper comics and comic books read by secondary school youth?

It is suggested that each student read the newspaper comics for a week or two, and select and read carefully at least three or four comic books in order to become acquainted at first hand with the most recent numbers. It is recommended that in selecting these books the student try to sample the range from best to worst. One of the best or least objectionable should be chosen and two of the worst.

What is your evaluation of such literature in terms of its probable effect on taste, art, language, manners, etc.? What is its probable effect on the character and citizenship development of its habitual readers? Do you feel sufficiently sure about your conclusions to favor prohibiting some of this material from being sold in your community? In general do you favor teachers seeking legal action including censorship, banning, etc.?

Problem 5.

What are your reactions to the following conclusions from Healy, which were based mainly on the study of delinquents quite a number of years ago? Do you think they still apply and that they are relevant both to delinquents and normal boys and girls? Healy, after studying delinquent boys and girls for many years concluded that cheap novels and magazine stories dealing with bandit and underworld life and those involving overdrawn and sordid sex interest act as a pernicious influence upon youth. In condemning such reading he says: "A definite habit and craving for this type of reading is developed just as the individual develops a habit of alcoholic stimulants. The fires of the spirit of adventure are not only kindled, but are kept going by this fuel."²

Do you see any ways in which teachers, especially teachers of English, might apply the techniques of substitute activities and of education of tastes to improve choices of reading matter? Are many of our suggested and required readings in literature

²Healy, William. *The Individual Delinquent*. P. 305.

too difficult and too advanced in taste to substitute for the bandit and underworld story for the near-delinquent? For such an individual, and others like him, could we substitute something with high adventure content but less degrading than the stories which he would otherwise choose?

Problem 6.

The student is encouraged to study the motion picture in his own community and its effect on youth as directly as possible. He should attend several movies which are very popular with youth and listen to their comments.

For reading, see Wrenn and Harley, pp. 25-32, and Quillen and Hanna. For interesting factual results obtained in the elaborate Payne Foundation Studies, see Forman or Charters, or both. If these books by Forman and Charters should not be available, very brief but good abstracts of the original studies upon which they are based will be found in *Psychological Abstracts*, 1935. (See *Cinema* in the Index).

For more recent studies the student will find the *Psychological Abstracts*, 1935 to date, a very valuable guide. See both *Cinema* and *Motion pictures* in the Index.

Is there any conclusive evidence that the motion pictures may adversely affect character and citizenship development of children and youth, or *some* children and youth? If you were convinced that a certain motion picture was harmful, would you say that its influence would be such as to change a good citizen to a bad one, or is its effect more that of "trigger action" or final culmination of effects which have been gradually accumulating? The expression "trigger action"³ has often been used to refer to the possible final "push" given to the troublesome boy or girl to commit an anti-social act or offense which he had been on the verge of committing before.

When young people attend motion pictures, what themes do they see? Do deaths and crimes appear in large numbers? Does the child or youth receive a realistic outlook on life? Does he receive a clear conception or a warped idea of com-

³"Trigger action" reminds one of Shakespeare's line in *Macbeth*: "Thou ushereth me the way that I was going."

munities or groups other than his own? What are the most important goals of life as depicted by the movies? In this connection, it is interesting to note from the Payne study that the following goals were paramount in a random sampling of moving pictures analyzed: (a) winning another's love; (b) thrill of excitement; (c) conquering a rival; (d) financial success; (e) enjoyment; (f) concealment of guilt; (g) marriage for money.

What influence if any would you say the movies have on delinquency and crime? Dr. Thrasher and Dr. Cressey, in one of the monographs from the Payne study, report that 17 per cent of delinquent boys whom they examined "were clearly influenced by the movies toward delinquency."

Problem 7.

Again we suggest direct study by the student of current programs. Small investigations involving the observing and questioning of two to four young people by each student in a class may, when these results are pooled, yield stimulating and up-to-date data.

Wrenn and Harley, and Woelfel and Tyler are suggested as readings for ideas concerning general radio programs and the use of radio in school.

What is your attitude toward the discussion in school of certain programs on the radio, such as lectures, panel discussions, and debates on current problems? Can you suggest other ways in which certain radio and television programs relate themselves, or can be made to relate themselves, to problems of character and citizenship education?

Problem 8.

Among other suggestions consider the following:

- (1) Educate the tastes of children and youth.
- (2) Provide substitute activities.
- (3) Provide more leadership for the free time of youth. Can and should the schools do more to direct or reduce the free time of youth? Consider expanding co-curricular and recreational activities at school. Consider summer

activities, such as establishing or cooperating with summer camps.

- (4) Make more conscious and systematic attempts to influence attitudes, ambitions, and values of youth in the directions laid down in Unit II, realizing that the means of recreation and communication discussed here are offering, and will continue to offer, keen competition in the molding of such attitudes and goals of our young people. Particular attention should be given to propaganda methods and to ways of counteracting them through education.
- (5) To so educate the future authors, newspaper editors, commentators, playwrights, motion picture directors, and the like who are now in school that they will hold the standards high in these fields when they come into posts of responsibility.
- (6) Supply, in the persons of its teachers, experts in every community for studying the impact of these and other media of recreation and communication upon the character and citizenship development of children and youth. As experts and leaders in their communities on youth's problems, teachers should keep parents, and others interested in the welfare of youth, alert to all factors that influence the young in their ways of thinking and acting.

UNIT IX

PERSONALITY CONFLICTS AND ABNORMALITIES, AND THEIR RELATION TO CHARACTER AND CITIZENSHIP

Problems

1. Cite a case in which misconduct seemed to grow out of one or more personality or emotional conflicts.
2. Name the types of conditions and situations in modern life which are especially potent in leading to personality conflicts in children and youth.
3. (a) Name and discuss briefly the reactions (milder types) which may be made to such conflicts.
(b) Are these reactions usually made consciously?
(c) Show how each of these reactions is related to character and citizenship development.
4. Name a few of the more severe types of personality maladjustments. To what extent are such extreme maladjustments of interest to the student of character and citizenship development?
5. (a) To what extent do high standards and very sensitive consciences or highly developed super-egos contribute toward personality maladjustments?
(b) May wisely directed character and citizenship development of children and youth contribute to rather than detract from mental hygiene and personality adjustment?
6. What, if any, responsibilities does a comprehensive plan of character and citizenship training in home, school, and church have in reducing the conditions mentioned in Question 2, and in ameliorating the reactions discussed in Question 3?

Suggested Readings

- Healy, W. *Mental Conflicts and Misconduct*. Pp. 114-156; 312-325.
Shaffer, L. F. *The Psychology of Adjustment*. Chapters 6, 7, and 8.
Betts, G. H. *Foundations of Character and Personality*. Pp. 39-58.
Klein, D. B. *Mental Hygiene*. Pp. 273-302; 338-360.

Zachry, C. *Emotions and Conduct in Adolescence*. Chapters 9 and 10, and especially pp. 47-77.

Burnham, W. H. *The Normal Mind*. Especially Chapter 20 on Mental Hygiene.

Elaborations and Aids to Study and Discussion

Problem 1.

If the student knows of no case personally he will find one or more good cases in either of the following references: Zachry, Chapter 9, pp. 285-345; Healy, pp. 114-156.

Problem 2.

In thinking over your own experiences and those of others consider the following, among other factors, which may lead to conflicts:

- (1) Physical defects. Abnormal features or appearance; organic defects such as that of kidney or heart, speech defects, poor motor coordination; abnormal size.
- (2) Bad home conditions. Sickness, broken spirit, insufficient income, etc.
- (3) Unwise discipline. Too lax, too strict, changeable, lack of agreement between father and mother.
- (4) Poor adjustment to school work.
- (5) Poor adjustment to one's peers. Non-acceptance.
- (6) Poor adjustment to authority, including inferior pupil-teacher relations.
- (7) Inappropriate ambitions. Ambitions out of line with abilities. Parent's ambition for child as well as child's own ambition.
- (8) Unsatisfactory religious adjustment.

For a discussion of physical defects and changes attending maturation, especially in adolescence, see Zachry, pp. 47-77.

Students interested in a discussion of the conflicts of children and youth growing out of their relations with adults and with their peers will find a stimulating discussion in Zachry, Chapters 9 and 10, pp. 285-399.

Problem 3.

(a) The student should be familiar with at least the following:

1. Surrender or withdrawal, with accompanying inferiority feelings.
2. Over-compensation (sometimes referred to as compensation).
3. Rationalization, including projection of blame on other persons or conditions in the environment, and the "sour grapes" mechanism.
4. Fantasy or daydreaming, including conquering-hero and suffering-hero types.
5. Repression, including conflicts, tensions, and anxieties.

The student should read in at least one or two of the following:

Klein, D. B. Pp. 338-360.

Shaffer, L. F. Chapters 6 and 7.

Betts, G. H. Pp. 45-58.

(b) The "mechanisms of maladjustment," as they are sometimes called, should be thought of as developing gradually as "adjustments" of a kind to the situation which the child or youth faces. One of the worst things about them is that they have become habitual and stand between the individual and the realistic and adequate solution of his problem in the total situation.

(c) These mechanisms are usually thought of as related primarily to personality, but they also have definite implications for character and citizenship development.

Defeatism and inferiority feelings connected with surrender or withdrawal are debilitating. They are reactions which sap one's volitional powers and undermine self-confidence, perseverance, and determination. A frequent type of over-compensation is the covering over of a weakness or defect by an unconsciously feigned overemphasis in a characteristic or trait in the opposite direction. The boy who is small of stature may develop a strut and a loud voice. An unattractive girl may over-indulge in cosmetics and dress in extreme styles or showy colors. The coward may develop a bad man pose. The super-

ficial shallow student may act as if he is very sure of himself. The egocentric or conceited person may develop ultra-politeness. Jung, the eminent psychoanalyst, once said that extremes of conduct always arouse suspicions of the opposite in the unconscious.

In thinking of the relation of this mechanism of maladjustment to character and citizenship development, the student should consider the possible effect on growth in character and citizenship of habitually putting up a false front in any area of life and failing to learn how to face problems head on and courageously.

Rationalization undermines character and citizenship because it falsely protects the one who uses it against accepting the consequences of his faults, whether those of commission or omission. By rationalization the individual excuses himself from all shortcomings by: (1) Blaming others, or the conditions about him; (2) A "sour grapes" attitude of convincing himself, and of trying to convince others, that he did not want in the first place what he failed to get; (3) Confining his thoughts and ideals in logic-tight compartments.

The student can doubtless supply many illustrations of the way in which chronic excuse-making and blaming others undermine character. He can also show how difficult it is to deal with a person whose ambition seems to be brought down to the level of his unsatisfactory achievement or conduct. The boy who, in the face of poor marks, says (and believes) that he does not want to be a "bookworm," or the delinquent or near-delinquent youth who says he wants to have nothing to do with the Boy Scouts or any other "do-good" organizations, are cases in point.

Rationalization applies in interesting ways to attitude formation, not only to maladjusted people but even to otherwise very normal persons. Most of our prejudices are formed and protected in logic-tight compartments by rationalizations. We excuse ourselves if we do not apply our religious principles to our business, to our voting, to inter-personal relations, saying to ourselves that business is business, that politics is as it is, and that we can't take everything lying down. In our attitude to-

ward capital or labor, toward agriculture or manufacture, and toward racial, religious, or nationality groups other than our own, we are always in danger of magnifying, out of rational proportions, the reports that fit our prejudices and of forgetting the reports and facts that might dissolve them.

The broadest and most rational citizens see the dangers of this mechanism and oppose it as best they can with facts and an understanding spirit that gives the other fellow or group the benefit of the doubt. The narrowest and most rationalizing individuals deceive themselves and build barriers to the understanding of others which the best character and citizenship education often cannot overcome.

Fantasy or daydreaming is an effortless method of accomplishing great things and of playing the hero's part in imagination. Typically it leads to errors of omission rather than commission. It is a mechanism which excuses one from the effort required in the slow process of building one brick upon another. Through it one confidently expects his ship to come in some day. Through it one's noblest impulses rise and set in one's own breast.

Repression is the mechanism often used by the ultra-quiet, reticent child or adolescent. Often he is considered by the teacher as no problem from the point of view of character and citizenship development because he is often docile and cooperative in his school work. He is a problem to himself, however, because he is likely to be ineffective in carrying out with his fellows the ideals or goals which he sets for himself. Typically he represses his wants and ambitions, his worries and feelings of guilt. He does not readily confide in others, and lacking the friendly tie of communication and healthy expression he becomes more and more a social isolate. In character and citizenship education we should be particularly concerned about children and youth who adopt this mechanism of defense. In the first place they cut themselves off from effective leadership and therefore they fall short of the goal of accomplishment which they otherwise might achieve. In the second place they may be actually hurt by character and citizenship education

because the increased standards of conduct and social participation which it teaches may provide them "more grist for their mill" of worry, guilt feelings, and anxiety. To be forewarned of this possibility may be to be forearmed to see to it that the child or adolescent who shows tendencies toward repression is given as much individual attention and encouragement as possible, including help in social participation.

When a teacher takes an active and friendly interest in preventing or overcoming the personality or emotional maladjustment and poor mental health of a student, is he making a contribution to the character and citizenship development of that individual? Why?

Problem 4.

Although the concepts from the study of the more extreme cases in the field of abnormal psychology may seem to some students to be rather remote from the problems of character and citizenship development, it is believed that some familiarity with at least the main or most frequent types of mental and emotional disturbances is important. The student of character and citizenship should be in a position at least to detect certain danger signals in the attitudes and conduct of children and youth and be ready to call such cases to the attention of experts. The student should become familiar with at least the following (see Klein or Shaffer or any standard textbook on abnormal psychology):

- Schizophrenia —a psychosis.
- Manic-depressive—a psychosis.
- Epilepsy —a structural disorder.
- Hysteria —usually classified as a psychoneurosis.
- Psychasthenia —usually classified as a psychoneurosis.

When a person is afflicted with a serious mental or emotional disturbance, can he be expected to develop strong character and citizenship? Should life be made as simple and as conflictless as possible for him? Should adjustment be a major objective for such unfortunate and disturbed individuals? Should adjustment be a major objective for all individuals, that is for the strong as well as for the weak and disturbed?

In cases of serious abnormalities, such as the major psychoses, the teacher can at least assist in early identification and help in referrals to competent specialists. Few advanced cases ever come before the teacher, but most of the children and youth who will later develop psychoses and other serious disturbances are in our schools. If the teacher can help to identify these young people early and refer them to specialists in psychological and psychiatric services, important preventive work may be accomplished. Moreover if these children or youth are under careful and sympathetic surveillance before they reach the most serious stages of their disturbance, they may be deterred from committing serious crimes.

Problem 5.

Since character and citizenship education concerns itself with high ideals and standards of conduct, do you see why some students of abnormal psychology fear that character education may serve to increase mental and emotional maladjustments? Might the same fear be felt for religious education in home and church? The student may be assisted in his thinking on this problem by:

(1) Considering the possibility that exceptions may have to be made in our character and citizenship planning for the weak and emotionally maladjusted, for whom somewhat higher ideals of personal and social conduct might be "the straw that breaks the camel's back."

(2) Considering the possibility, expressed by Klein, that education in ethical reality may reduce rather than increase tensions and maladjustments for all.

Klein¹ says: "The person whose loyalty to the super-ego's ideal of honesty has been made an integral factor in the dynamics of his personality does not have to wrestle with his conscience every time a careless house guest leaves his wallet unguarded. Such a person may never experience an impulse to steal the wallet even if detection were altogether out of the question. In the absence of the impulse there can be no temptation. To

¹Klein, D. B. Pp. 292-293.

this extent loyalty to ethical principles may serve to reduce tensions and minimize personal friction. . . .

"Serviceable principles of conduct aid in the disposition of specific conflict situations just as a scientific formula aids in the solution of specific laboratory problems. Both the formula and the principle are generalizations intended to facilitate the handling of individual cases, to eliminate indecision, and to substitute the efficiency of automatic behavior for effortful blundering. Daily life would be both exhausting and confusing if we had to decide over and over again whether to be rude or courteous, trustworthy or dishonest, vulgar or refined, brutally lustful or wholesomely self-controlled, monogamous or polygamous, criminal or law-abiding. A healthy super-ego reduces inner friction and makes the going smoother with less of the wear and tear incident to doubt, mental conflict, and the fumbling search for a helpful solution."

(3) Considering the possibility, suggested by Havighurst and Taba, that different levels of character and citizenship will have to be expected, ranging from a lower level of conformity and social adjustment to immediate conditions, on the one hand, to a high level characterized by evolving ideals and inner convictions, on the other.

They say: "There are two levels of good character. On the popular (or first) level moral conduct is controlled by praise and reward from the immediate social environment. A person lives up to the moral expectations of those with whom he rubs elbow. At the second level, moral conduct is controlled by ideals. . . . The child begins on the first of the two levels. He learns to behave morally in response to reward and punishment from his family and from others with whom he associates. Gradually he develops moral ideals and principles and a moral conscience to enforce those ideals. . . .

"Some persons always remain on the lower level of character development. They are honest, responsible, loyal, and kind in the ways which are favored by the people around them.

"Other persons develop the more heroic aspects of character. Their honesty, responsibility, loyalty, and moral courage are

motivated by moral principles and activated by conscience. . . . This latter group probably has greater stability and consistency of conduct because it acts upon inner principles and inner convictions."²

The student who is particularly interested in the problem of conscience might also read Betts, pp. 329-347.

Problem 6.

The student should think over possible ways in which each of the factors mentioned in Problem 2 may be approached by teachers and other adults in order to prevent possible conflicts and abnormalities which may develop from them.

(a) What can the teacher do to avoid the embarrassment that often comes to the youth with abnormal appearance or physical defects? Can the teacher do anything to reduce children's poking of fun at a boy or girl with physical defects? Are teachers who take an active interest in preventing or ameliorating poor health or physical handicaps, by individual effort and in cooperation with the health and physical education departments, making a contribution thereby to character and citizenship education?

(b) Would a teacher's knowledge of and interest in a student's home conditions lead to a more sympathetic attitude toward shortcomings and maladjustments growing out of that background?

(c) Should the teacher be interested in the type of discipline to which his or her pupils have been accustomed? Why? Does the teacher who is interested in character and citizenship development have any responsibility to share with parents (individually or in groups like Parent-Teacher Associations) some of the modern principles of good discipline?

(d) When a young person makes poor marks or begins to fail in a subject, does the teacher have any responsibility to seek for the source of the poor adjustment and attempt to remedy it? If a student makes a poor mark or fails, does this have any bearing on his character or citizenship development?

(e) In every school there are many relatively friendless, non-

²Havighurst, R. J. and Taba, H. *Adolescent Character and Personality*. Pp. 7-8.

accepted, or unpopular young people who need help in their social adjustments. Can you suggest anything that might be done if you had such an individual in your class? Would anything you did have any relation to character and citizenship education for him?

(f) Does poor adjustment to authority in school and home have any bearing on possible adjustment to civic or legal authority? If the individual does not become reasonably well adjusted to authority before he leaves school, is he likely to have as good opportunities to learn to adjust later? What are some of the characteristics of teachers who are effective in leading youth to adjust well to authority? What are the characteristics of teachers who are ineffective with or antagonize youth?

(g) In the interest of character and citizenship development as well as that of mental hygiene, the teacher should be interested in his or her students' aspirations and ambitions as well as in their achievements. Can you suggest ways in which the classroom teacher can, without seeming to pry into the personal affairs of students, find out about the vocational and educational ambitions of his or her students? How can the guidance department and the teacher be of mutual assistance to each other in attacking this problem of inappropriate ambitions? In cases where the ambitions of a young person should be changed in light of his or her ability, do you favor rather sudden change or gradual change wherever possible? Why?

Can you cite a case from your own observations or from your reading to show how poor citizenship in school and poor discipline on the part of a student was cleared up by changing his or her course so that success could attend maximum effort?

(h) Unsatisfactory religious adjustment of youth may result from many conditions, such as disillusionment resulting from the unworthy conduct of professedly religious people, too much experience with over-emotionalized religion, parental unconcern, mixed marriages, religious instruction inappropriate to the stage of development, the supposed conflict between certain scientific principles and literal interpretation of Bible teachings, and apparent unconcern of certain teachers and other

leaders about religious values. In the interest of character and citizenship education of youth, what attitudes do you think teachers should take toward religion and the church? Is co-operation between the school and the church possible in your community in the case of individual boys or girls who become disturbed in their basic religious adjustments?

By way of summary, and in warning against possible misuse of a little knowledge of mechanisms of maladjustment, it may be said that the knowledge of the types of personality conflicts and abnormalities to look for in children and adolescents should:

- (1) Help teachers to develop more complete and sympathetic understandings.
- (2) Lead to prevention of certain conditions which make for maladjustments.
- (3) Stimulate the teacher to gain more knowledge of, and to develop greater cooperation with, other departments and specialists of the school system and community which aim at the prevention or amelioration of physical, mental, emotional, and conduct disorders.
- (4) Deter teachers from attempting to become clinical psychologists and psychiatrists. The mechanisms which have been discussed in this unit should help the teacher to gain clues as ways in which he can help the individual to become more normal in his adjustments. They should never be used as means of "typing" the child or of classifying him as a "case". When a teacher discusses a youth's problems with him no reference should ever be made to the mechanisms which the teacher may think he is using. The teacher's attitude should be more like that of the parent than that of the clinical psychologist. To the clinical psychologist the individual is a case manifesting this mechanism or that, or this syndrome or that. To the parent he or she is a son or daughter; there is no interest in mechanisms of maladjustments as such. To the teacher every pupil should be a *unique human being* needing instruction, sympathetic understanding, acceptance, and leadership. To him mechanisms and syndromes are but means to ends or tools in his hand.

Do you agree with these four points? If so, give an illustration or a defense for each. If not, suggest revisions, extensions, or omissions.

UNIT X

MISCONDUCT AND DELINQUENCY

Problems

1. Does delinquency ordinarily begin while children are of school age, or after they have left school? What are the facts about the ages of first offenses?
2. To what extent is delinquency connected with intellectual dullness? What percentage of delinquents is feeble-minded, say below 70 I.Q.? What percentage is dull normal, say between 70 and 95 I.Q.?
3. To what extent do we find boys and girls of supernormal intelligence or special abilities among delinquents?
4. To what extent is delinquency related to psychoneurotic or psychopathic conditions?
5. What is the relationship between poor home conditions and delinquency?
6. What relation does uncongenial school environment bear to delinquency? Can you name any conditions which may arise in connection with the school which may lead to bad attitudes and habits, and thence to delinquency and crime?
7. (a) What are the factors which account for gang activity among boys?
(b) Discuss the relationship between activity in certain gangs and delinquency. Are all gangs socially undesirable?
(c) Trace the steps by which demoralization gradually takes place in certain gangs leading to delinquency and crime.
(d) How can society supply outlets for youth's urges or wants which, if not otherwise provided for, manifest themselves in undesirable gangs or gang activities?
8. What, if any, effects do motion pictures, radio, television, newspapers, magazines, and books have on juvenile delinquency and crime?

9. What changes in school organization and teaching would aid most in the prevention of delinquency? How can the school help the home to be more effective in the prevention of delinquency?

Suggested Readings

- National Society for the Study of Education. Forty-seventh Yearbook. Part I. *Juvenile Delinquency and the Schools*. Chapters 2, 3, 4, 5, 7, 8, 9, 12, 13.
- Kvaraceus, W. *Juvenile Delinquency and the School*. Pp. 36; 109-111; 115-157; 159-85; 203-221; 265-291; 298-301.
- Merrill, M. *Problems of Child Delinquency*. Pp. 294; 165-176; 154-157; 66 ff.; 88-107; 186 ff.; 294.
- Healy, W. and Bronner, A. F. *New Light on Delinquency and Its Treatment*. Pp. 37; 50-52; 121-131; 78-91; 203; 61-62; 72; 135; 218-219.
- Thrasher, F. M. *The Gang*. Pp. 56-76; 369-408.
- Burt, Cyril. *The Young Delinquent*. Pp. 288; 307-309; 335-341; 324-328; 348-349.
- Healy, W. *The Individual Delinquent*. Pp. 223-224; 285-293; 590-608; 501 ff.; 679-693; 740 ff.
- Healy, W. and Bronner, A. F. *Delinquents and Criminals, Their Making and Unmaking*. Pp. 181 ff.
- Alexander, F. and Healy, W. *Roots of Crime*. Pp. 287 ff.; 4; 274 ff.
- Carr-Saunders, A. M., Mannheim, H., and Rhodes, E. C. *Young Offenders*. Pp. 148-159.
- Mahoney, J. J. *For Us the Living*. Pp. 165-172.
- Klein, D. B. *Mental Hygiene*. Pp. 178-189.

Elaborations and Aids to Study and Discussion

Problem 1.

The student will find interesting facts on this problem in the Forty-seventh Yearbook of the National Society for the Study of Education, pp. 39 ff.; Healy and Bronner—*New Light on Delinquency and Its Treatment*, pp. 37 and 50; Kvaraceus, pp. 36, 120-133; Merrill, p. 294. How is delinquency related to misconduct in home and school?

Problems 2 and 3.

Why is dull normal intelligence, especially when combined with undesirable neighborhood or home conditions, a predisposing condition for delinquency? See especially Kvaraceus, pp. 122-124.

Problem 4.

What special abilities can you think of which might be predisposing toward or find outlets in delinquency?

See Kvaraceus, pp. 130-134; Healy, pp. 223-224; 683 ff.; 740 ff.; Klein, pp. 178 ff.

Problem 5.

Would you say that poor home conditions, with all the attendant sociological and psychological conditions which these normally imply, are the chief factors contributing to juvenile delinquency in America today? What would you include under "poor home conditions"? What would you include under "attendant sociological and psychological conditions"?

See Healy and Bronner—*New Light on Delinquency and Its Treatment*, pp. 78-91; 202 ff. Kvaraceus, pp. 59-85. Merrill, pp. 66 ff. Healy, pp. 285-293. Forty-seventh Yearbook of the National Society for the Study of Education, pp. 172-190.

Problem 6.

How is academic failure related to delinquency? See Kvaraceus, pp. 135 ff. How is school discipline related to anti-social conduct and delinquency? Forty-seventh Yearbook of the National Society for the Study of Education, pp. 35-39; 48-72. Kvaraceus, pp. 144 ff.

What conclusion would you draw from the following quotation? "About 40 percent of the delinquents expressed marked dislike for school in general and 13 percent marked dislike for some teacher. A mere 4 percent of the controls (nondelinquents) evinced any such dislikes." (Healy and Bronner—*New Light on Delinquency and Its Treatment*, p. 62.)

Problem 7.

It is suggested that the student read as much as possible in Thrasher's classical work on gangs. See especially, pp. 56-76; 369-408.

Problem 8.

A cross reference is suggested with Unit VIII. Do such themes as those featuring the gangster, underworld life, and

overdrawn sex interest seem particularly predisposing toward delinquency, especially for the super-adventurous and unruly adolescent? Why? (See Kvaraceus, pp. 109 ff.; Thrasher, pp. 102-115; Merrill, pp. 186 ff.) Does the concept of "trigger action" have special application here?

Problem 9.

Would a widely expanded activity program in the school with ample adult leadership be helpful? Would an effective guidance program be of value? Why?

Would the introduction of more practical, vocationally oriented curricula be of service? Would you favor the establishment of more trade schools?

What relation does the inability of boys to get jobs bear to possible delinquency? Would the raising of the age of compulsory education, say to 18, improve the situation or make it worse? Should the schools take an active interest in vocational placement and the general problem of transition from school to work?

Would you favor a work-study plan for some pupils in secondary school similar to that in Antioch College, and in Northeastern University in Boston? (See Kvaraceus, pp. 203-221; 265-291; 298-301. Merrill, pp. 106-107. Forty-seventh Yearbook of the National Society for the Study of Education, pp. 88-95, and Chapters 5, 8, 12 and 13.)

A trip to a school for delinquents is recommended for students studying this syllabus. In a secondary school such a trip, sponsored perhaps by the Parent-Teacher Association, might be very interesting and valuable to teachers, parents, and students.

Do you have any special suggestions concerning the treatment of boys and girls who have been taken before the court or those who have been in schools for delinquents and who are trying to return to normal society? Do you see any ways in which the school and the home can cooperate?

UNIT XI

PRINCIPLES OF LEARNING IN CHARACTER AND CITIZENSHIP

Problems

1. Why is the study of the psychology of learning especially important in character and citizenship education?
2. In the study of the principles of learning it is usually most convenient to take them up one by one, but in using them in teaching and learning they are so interrelated that it becomes artificial to try to think of them as being used independently of one another. How, then, shall we study and illustrate these principles in order to make them most meaningful for the teacher interested in character and citizenship development?
3. What implications for learning and teaching in the field of character and citizenship do you see in the principle of meaningful Practice or Exercise?
4. What is the significance of Thorndike's principle of Identifiability? How would you use the principle?
5. What are the implications for learning and teaching of Thorndike's principle of Availability?
6. Discuss Conditioning or learning by Simultaneous Stimulation and describe situations in which you have noted its operation. Can teachers control learning that comes about in accordance with this principle, or is it merely a description or name for incidental learnings which teachers can do nothing about?
7. What suggestions for character and citizenship education come from studies of motivation?
8. What are the implications for character and citizenship development from psychology's generalizations about the influence of rewards and punishments in learning?
9. What implications for character and citizenship education are there in the principles of insight and integration as emphasized especially in Gestalt psychology?

10. (a) What is meant by transfer of training, and why is it important in the consideration of education in character and citizenship?
- (b) What principles of learning and teaching would be most effective in achieving transfer in this field?
11. Should problem solving be considered under learning? Why is problem solving an especially important topic in character and citizenship development? What principles can you suggest for effective problem solving?

Suggested Readings

- National Society for the Study of Education. Forty-ninth Yearbook. Part I. *Learning and Instruction*. Chapters 1, 4, 8, 12.
- Trow, William Clark. *Educational Psychology*. Second Edition. Chapters 4, 11, 12, 17, and pp. 509-521.
- Gates, A. I., Jersild, A. T., McConnell, T. R., and Challman, R. C. *Educational Psychology*. Chapters 10, 13, 14, 15.
- Skinner, Charles E. (Editor). *Educational Psychology*. Revised Edition. Chapters 14, 4, 5, 12.
- Jordan, A. M. *Educational Psychology*. Third Edition. Chapters 3, 6, and 7.
- Pressey, S. L. and Robinson, F. P. *Psychology and the New Education*. Pp. 405-429.
- Kingsley, H. L. *The Nature and Conditions of Learning*. Pp. 92-104; 369-387; 431-451.
- Thorndike, E. L. *The Fundamentals of Learning*. Pp. 112 ff; pp. 311 ff; 338-352; 392-400.
- National Society for the Study of Education. Forty-first Yearbook. Part II. *The Psychology of Learning*. Chapters 3, 4, 5, 7, 12.
- Dewey, John. *How We Think*. Especially pp. 106 ff.

Elaborations and Aids to Study and Discussion

Problem 1.

(1) What is your reaction to the following two quotations from the Forty-ninth Yearbook of the National Society for the Study of Education (1950):

“This yearbook will, it is hoped, symbolize the shift in thinking concerning educational method during the last thirty-five years which is reflected in a change of emphasis from ‘techniques of presenting content’ to ‘directing the learning of the child.’” (P. 1.)

"Classrooms . . . should cease to be lesson-hearing rooms and become laboratories for learning." (P. 348.)

(2) In what way or ways do these quotations argue for more study of the psychology of learning in childhood and youth? Is learning in the area of character and citizenship more complex, more subtle, and more influenced by the total educational setting, than learning in the curriculum content subjects, such as mathematics, science, history, and languages?

Problem 2.

In studying the implications of certain principles of learning to character and citizenship development, it is believed that best results will be obtained by thinking in terms of representative problems. The following five problems are suggested therefore for this purpose, and it is recommended that the student use his own illustrations to extend each of these.

- (A) *Learning facts and skills of driving safely on highways.* This illustrates the type of problem where improved *knowledge and skill* may, without any suggestions about applications to conduct, lead directly to improved citizenship.
- (B) *Learning to do to the best of one's ability whatever one assumes the responsibility for.* This is representative of many individual problems where the total impact of the school, (through the assignments, through athletics, etc.) should leave a "precipitate" of improved character responses but where certain generalizations are necessary if these learnings are to be sufficiently transferable from the specific situations where they are learned to other situations.
- (C) *Learning honor, including honesty, in school.* This is typical of strictly individual moral problems in school.
- (D) *Learning good sportsmanship in inter-school athletics.* This is typical of group situations in which emotions run high at the time of the response and where the individual is often swept along by his group. The learning involved is group learning.
- (E) *Learning to serve the community in a clean-up and beautification project.* This is representative of special group projects in which the individual learns to make the

desired responses by making exactly these responses in real situations.

Problem 3.

In each of the problems (A) to (E), how would you use the the principle of meaningful Practice or Exercise¹ to elicit and reinforce the desired learning?

- (1) To what extent does learning in character and citizenship result from the frequent practice of the same stimulus-response connections in the same or essentially the same situation? Does effective use of the principle of *meaningful* Practice permit or encourage slight shifts in the total situation provided the core element or elements to be responded to remains the same?
- (2) To what extent can this be done through *telling*? Is telling more effective in areas such as (A) than in areas such as (C)?
- (3) To what extent can this be done by showing, that is, by good models or good examples? How important is the prestige of the model?
- (4) To what extent can it be done through free discussion periods?
- (5) To what extent can it be done by placing the learner in actual situations and having him make the desired responses in real settings?

Would meaningful Practice or Exercise be as feasible and as necessary to carry out in (E) as in (A)?

Can you name some character traits which should be made habitual with children at young ages and to which the principle of meaningful Practice applies?

Problem 4.

In discussing the principle of Identifiability (of situations), Thorndike² says:

"Other things being equal, connections are easy to form in

¹Any student who is not thoroughly familiar with such principles as Exercise, Effect, Insight, Integration, Motivation, Conditioning or Learning by Simultaneous Stimulation, and Transfer of Training, should look up these terms in the Index of two or more of the textbooks listed among the *Suggested Readings*.

²Thorndike, E. L. Pp. 343-345.

proportion as the situation is identifiable, distinguishable from others. . . . Much of learning consists in changes in the identifiability of situations. Identifiability may be increased by analysis which turns situations into compounds or complexes of features which are easier for the mind to grasp and retain than the original situations. . . . It may be increased by association, which connects situations more or less unambiguously with something that is more easily identifiable than the situation itself. The connection is often with some symbol such as a word. Having learned to call certain things bread, butter, dogs, etc., we translate situations into these easily identified verbal symbols and preserve them in mind as such. We proceed to react to them in accordance with these easily identifiable symbolic equivalents. . . .

"Elements of situations which are hard to identify because they are hidden qualities or features are analyzed out into relief and made identifiable by having attention directed specially to them and by the action of varying concomitants and contrast. The results are of very great importance for learning, especially the learning of man. Times, numbers, lengths, volumes, weight, colors, mass, density, force, heat, light, molecules, atoms, nouns, verbs, and the like have to be made thus identifiable before we can profitably learn facts about them."

Why is this principle of Identifiability particularly important in character and citizenship development? Would the concepts of "doing one's best" in (B) (of Problem 2) and of honor in (C) be suitable additions to Thorndike's list in his last sentence quoted above? How can the teacher help with identifiability in situations such as (B), (C), (D), and (E)?

It is suggested that a few students of the class who are particularly interested in psychology should look up the nearest equivalent in conditioning experiments to this principle which Thorndike calls "Identifiability."

Problem 5.

By Availability is meant the degree to which a desired response is available or summonable to the learner. In commenting on the ways in which the availability of responses may be increased, Thorndike³ says:

"The attainment of great availability may consist in exciting

³Thorndike, E. L. P. 347.

the response, in analyzing it out from a response containing it, in connecting it with some status or cue which is available, in reducing its errors, or in constructing it out of available elements. . . . Much of work, play, technology, art, and morals consists in making certain movements, attitudes, desires, and tendencies available in certain situations where they are needed. . . . ”

Can you give an example of a situation in (A), (B), or (C) above in which the desired learning does not take place because the learner cannot make the desired response? Are certain heroic acts, such as life-saving, dependent upon the availability of certain responses? Is outstanding leadership in citizenship often dependent upon the availability of certain responses? Is much of the instruction in the content curriculum in school important in character and citizenship education at this point of making available to the young person the knowledge and understandings required for intelligent citizenship in our democracy? Illustrate.

Problem 6.

The importance of the principle of Conditioning or Learning by Simultaneous Stimulation in character and citizenship development can be illustrated in many ways.

(a) It applies in the early ethical learnings of the young child. As the writer has said elsewhere:⁴

“When a child at a very young age makes a response which is judged to be undesirable or wrong in a situation, there comes along simultaneously from the parent disapproving gestures, facial expressions, vocal tones, or such words as ‘no-no’, ‘that’s bad’, ‘that’s wrong’, ‘that’s not yours’, ‘that’s being a tattletale’, ‘that’s dishonest’, and the like. By repeatedly experiencing annoyance in connection with a response or class of responses the child is conditioned against it. On the other hand, if the child makes a response which is judged to be the proper one, his action is rewarded by a smiling countenance, approving gestures, and such words as ‘that’s a good boy’, ‘that’s right’, ‘that’s being honest’, et cetera. He has similar experiences on every side, and, just as he learns gradually the names and uses of ob-

⁴Jones, Vernon. “Character Development in Children—An Objective Approach” in *Manual of Child Psychology*. Edited by Leonard Carmichael.

jects, he learns that certain acts are looked upon with approval and others with disapproval. . . .

"As time goes on, the child finds that there are approved-of and not-approved-of aspects in a large number of situations; he learns that such words as 'right', 'wrong', 'ought', 'mustn't', 'truthful', 'untruthful', 'honest', 'dishonest', 'loyal', 'disloyal', refer to certain common factors in many situations. No other behavior of his is so violently responded to by adults as that where questions of right and wrong are raised, and consequently no other becomes so quickly and so thoroughly emotionally toned."

(b) It applies in the development of prejudices. Can you name some prejudices which young people "catch" from their parents, their associates, their teachers or others?

(c) It applies to the development of various attitudes in school situations and elsewhere. What does a child or youth learn from an irritable teacher? Of course his primary learnings are the facts or skills which he is taught. But he learns other things, too, which may be referred to as concomitant learnings. It is some of these concomitant learnings which the student should consider in answering the above question. What do young people learn on the side of attitudes and values from the friendly, patient, efficient teacher? What do they learn from an irritable, self-centered teacher? What do they learn when in a class where the discipline is very poor? What do they learn from the teacher or athletic coach who plays favorites? What does the individual learn when he makes good marks with very little effort? What does the individual learn when, in spite of his doing his best, he makes very low or failing marks?

(d) Can you think of cases in which the emotional toning of a certain form of conduct has probably resulted from simultaneous stimulation or conditioning? Consider one's feelings toward home or school. Consider also attitudes towards excessive use of alcohol, toward gambling, towards dishonesty, etc.

Problem 7.

(a) In attempting to motivate young people in character and citizenship development, why is it important for the teacher to understand their existing motives?

(b) Are there any perpetual needs or wants of youth that can be enlisted to help motivate learnings in the area of character and citizenship? Consider, for example, the desire of youth for social approval; the desire to belong, to be a part of something; the desire for new experiences; the desire for self-approval or self-esteem. Can you suggest how certain learnings might be motivated by being linked to any one of these existing motives?

(c) To what extent may teachers motivate new learnings by sharing understandings of the relation of these more specific objectives to larger objectives? In other words, may understanding of the significance of the whole motivate the learning of parts?

(d) How important are goals as motives? Consider vocational ambitions, for example.

(e) Can ideals serve as motives? Illustrate.

Problem 8.

(a) Consider the following quotation from Hilgard and Russell:⁵

"Learning occurs when, in the presence of aroused drives, the child responds discriminatively to environmental cues and is rewarded for so doing. This, in a nutshell, is the kind of theory widely held today by psychologists who have developed the theory originally espoused by Thorndike. Something rather like what he called the law of effect is central to such theories, but they have incorporated a good deal of the information derived from conditioned-response experiments. Instead of reward, these contemporary theorists commonly speak of reinforcement, using Pavlov's word for the equivalent of reward. According to those holding such views, primary rewards or reinforcements are those leading to tension-reduction through satisfying drive conditions, as when hunger-tension is reduced by feeding, or thirst-tension by drinking. Secondary or acquired rewards are those which derive their strength through prior association with primary rewards. Thus, money derives its rewarding power through association with the good things which money has bought in the past. Those who hold firmly to

⁵National Society for the Study of Education. Forty-ninth Yearbook. Part I. *Learning and Instruction*. Pp. 46-48.

the theory believe that there is no learning except as aroused drives are somewhat satisfied by rewards. . . .

"Rewards or incentives, when they are used to regulate school learning, are almost exclusively secondary or derived rewards. . . . Gold stars, school marks, and rank orders derive their reward value from such learned motives as the desire for prestige, recognition, and so on. . . . That rewards influence learning is beyond doubt. The question becomes how they can be used appropriately."

In character and citizenship education does the use of reward for desirable conduct offer greater challenges to teachers in the long run than the use of punishment for undesirable? Why? Would you say that the main purpose of punishment in education is to direct the attention and behavior of the learner so that desired responses are more likely to occur and be rewarded? If feelings of success on the part of the learner are the correlatives of rewards, what are the correlatives of punishment? What is the significance of your answer? Is growth in character and citizenship in any way related to feelings of success and confidence?

(b) How is the goal-seeking of the individual related to rewards and punishments? Does success in pursuit of a goal bring its own intrinsic reward? What of failure?

(c) Give two or three illustrations of parents or teachers who used blame and other forms of punishment too much and praise and other forms of rewards too little. What were the consequences?

(d) What are some of the methods used in school for giving rewards and punishments? Which of these would you say are best from the point of view of character and citizenship development?

Problem 9.

The following brief quotation will help the student to get a glimpse of the psychological background of this question. In discussing the Gestalt (or configuration) theory of learning, Hilgard says:⁶

⁶Hilgard, Ernest R. *Theories of Learning*. P. 205.

"The perceiving of relationships, awareness of the relationships between parts and whole, of means to consequences, are emphasized by the Gestalt writers. Problems are to be solved sensibly, structurally, organically. . . . One of the advantages of learning by understanding rather than by rote process is that understanding is transposable to wider ranges of situations, and less often leads to erroneous applications of old learnings."

To what extent is the teacher interested in real understandings and integrations of knowledge and attitudes in each of the situations (*A*) to (*E*) in Question 2? In teaching honor in school, for example, is there anything to be accomplished by helping youth see the family connection between cheating in school and dishonesty? Give other illustrations of perceiving of relationships and of becoming aware of relationships between parts and the whole. Give an example of integration which involved relating means to consequences.

How are such integrations and insights into relationships taught best? In teaching by projects or first-hand experiencing is there danger that young people will "fail to see the forest for the trees"? How make sure that they see the significance of their activities? (See Units XVI and XVII.)

Problem 10.

The problem of transfer of training (or better, transfer of learning) is one with which the student is doubtless very familiar, and one with which he has probably concerned himself especially in the field of his academic major. Each student might name three learnings in his major subject-matter field which have, in his own case, transferred to other fields or other situations besides those in which they were learned.

Next he might think of himself in the role of teacher in this subject and suggest at least one or two learnings (in skill, knowledge, method of procedure, attitude or ideals) which he thinks he could so teach that they would transfer to other situations.

In studying the question as to why the problem of transfer is especially important (and difficult) in character and citizen-

ship education, the student might begin with rather specific problems, such as the following:

- (1) Which is more important (and which more difficult): (a) to so teach the principle and practice of the scientific attitude in a physics class and laboratory that there will be transfer to situations in chemistry, or (b) to so teach this principle and practice in physics that there will be transfer to situations in character and citizenship? Why?
- (2) Which will require greater teacher planning and ingenuity: (a) to so teach in a history class the meanings and connotations of the word *democracy* that there will be transfer to the understanding of this concept in civics or government, or (b) to so teach the meaning of the concept in history that it will transfer to, and influence the learners' practice of, the concept of democracy in actual citizenship problems in school? Why?

Are transfer effects in character and citizenship more often measured in terms of actual conduct (as opposed to intellectual understandings) than in most other fields? What is the significance of your answer in relation to the importance of the problem of transfer in character and citizenship education?

Does the fact that many learners resist attempts of teachers and others to make direct applications of learnings in the school subjects to improved conduct serve to make the study of transfer the more important in character and citizenship education?

How do children's and young people's understandings and practices of a trait like honesty, justice, sportsmanship, or altruism develop? To what extent is experiencing in a variety of actual situations desirable in the development of such understandings? Illustrate the difference between the understandings that might result from narrow and from wide experiencing in a trait such as honesty or tolerance.

Does varied experiencing guarantee wide understandings, or is it important for teachers to stimulate learners to develop meanings and generalizations in and through such experiencing? If your answer is the former, defend it on the basis of your experience. If your answer is the latter, illustrate and

show the method you would use in the development of some trait that particularly interests you. The problem of cheating, for example, is of vital interest to many teachers in many different subjects and activities in school. How would you develop the understandings of honesty and honor in such a way that children and youth will see and act upon the "family connection" between cheating and dishonesty?

Can the understanding of traits and their applications be expanded by mental extension and elaboration, say by discussion or reading, or is growth in transfer always dependent upon the facing of actual situations? Be as specific as possible, drawing on actual experience or observation.

Assuming that emotional attachments to certain traits or ways of behaving are built up over long periods of time in accordance with the principles of Simultaneous Stimulation (or Conditioning) considered in Problem 6 above, can you show how such emotional learnings may be made to transfer? For example, if good sportsmanship has a strong positive emotional attachment in a given school, do you see any way in which certain problems of spectator behavior at games making for ill will between competing schools might be overcome, and the emotional attachments to good sportsmanship be made to transfer so as to stimulate or reinforce improved spectator conduct? If both schools were working at this simultaneously (through, say, cooperating committees) would the chances of success be enhanced? Why?

Suggest in the subject-matter field in which you are most interested a skill, or fact, or method of procedure, or attitude, or ideal which you feel you could so teach that your students would transfer the learnings to character and citizenship. In order to guarantee that thought be given to a wide range of learnings to which teachers of all subjects and activities might make contributions at some level it is suggested that consideration be given first to skills or traits which are taught directly as a part of learning that subject or activity. The mathematics teacher, for example, might consider accuracy in that subject. Can it be made to transfer to the field of citizenship? If so,

how? The athletic coach or club leader might consider the habit or trait of doing one's best at all times. How can this be made to transfer from the setting where it is learned, say on the athletic field or in musical or dramatic activities, to other areas of life?

Problem 11.

To what extent are the character and citizenship problems which children, youth, and adults face old problems to which the proper solutions have, or should have been learned, and to what extent are they new problems? See the definition of the concept of character and of citizenship in Unit I in this connection. What is the significance here of the concept of the dynamic quality of character and citizenship?

To what extent is growth in problem solving the primary aim of instruction in your major academic subject? When one has "originals" to solve in mathematics, is that good training in problem solving? Does laboratory work in science enhance one's problem solving ability in that subject? Does it improve one's general problem solving ability?

Is problem solving taught in history and in other social studies? How? Is problem solving taught in English and foreign language instruction? Is problem solving learned in committee work? In athletics? In club activities? Give illustrations.

What principles of problem solving do you find in the following readings which are applicable to character and citizenship education?

Forty-ninth Yearbook of National Society for the Study of Education, Part I, Chapter 8.

Trow, Chapter 12.

Gates, Jersild, McConnell, and Challman, Chapter 14.

Forty-first Yearbook of National Society for the Study of Education, Part II, Chapter 12.

Kingsley, Chapter 15.

Dewey, John, especially pp. 106-115.

Name and illustrate some of the "enemies" of adequate problem solving in the field of character and citizenship. Consider among other "enemies" the following: lack of facts, prejudices, and propaganda.

UNIT XII

OVERVIEW OF METHODS AND PROCEDURES IN CHARACTER AND CITIZENSHIP EDUCATION

Problems

1. What are the essential differences between the so-called *direct* method and the *indirect* method in character and citizenship education as these methods are usually understood?
2. Why is the distinction between the direct and indirect methods emphasized in character and citizenship education but not in such fields as history, mathematics, and natural science? Do we stress the use of the indirect method in teaching such subjects as those just mentioned? In studying the direct and indirect methods, can we make a serviceable distinction between instruction in *knowledge and understanding*, on the one hand, and instruction in *attitudes and conduct*, on the other?
3. Would there be any value in making another distinction, looking at the problem of the direct and indirect methods from the point of view (1) of the *teacher*, and (2) of the *learner*?
4. Can we propose a schema or formulation which will take the above three distinctions into account, and under which all the proposed methods and procedures of instruction in character and citizenship will fall?

Suggested Readings

- McKown, Harry C. *Character Education*. Pp. 126-162.
- Charters, W. W. *The Teaching of Ideals*. Chapter 8, 9.
- Encyclopedia of Educational Research*, W. S. Monroe (Editor). Pp. 131-133.
- Smith, Henry Lester. *Character Education—A Survey of Practices in the Public Schools of the United States*, pp. 1-32.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Chapters 3-5. Scan.

*Elaborations and Aids to Study and Discussion**Problem 1.*

A great deal has been written on these two methods; however for our purpose here it seems wise to suggest a few ready references which all students of the group can study as a starting point. It is suggested that each student read at least the first, second, and fourth references. In reading and thinking on this initial problem the student should have as his immediate objective not so much the advantages and disadvantages of each method, but rather the clear-cut identification of as many significant differences between the methods as possible.

Problem 2.

Consider the relative extent to which the emphasis is upon (1) the development of understandings, and (2) the improvement of conduct and attitudes. In areas where knowledge and understandings are among the main objectives, is the direct method of instruction questioned? In areas where changes in attitudes and conduct are among the main objectives, are there strong possibilities that the direct method may manifest itself in direct exhortation, moralizing, and fault-finding? If so, what is the significance of this distinction between the *D—U* method (direct—toward intellectual understandings) and the *D—C* method (direct—toward improved conduct and attitudes)?

In the following situation identify the *D—U* or *D—C* method or methods: The League of Women Voters in City A gave a course of three lectures. The first two were on the ways of finding out about the local government and about the candidates running for office. The third lecture was an inspirational talk on the importance of voting and of knowing something about the candidates for whom one votes.

Problem 3.

From the point of view of the teacher what does the direct method imply? See McKown, pp. 131-133 and 153-155.

Can a teacher have a definite plan in mind, be systematic in his

attack, and provide regular opportunities for application and generalization, and still not moralize, exhort, or otherwise try directly to improve conduct (the *D—C* method)?

If the method is indirect from the point of view of the teacher, is it likely to be unplanned, unsystematic, or hit-or-miss?

From the point of view of the learner what does the direct method imply? Should a distinction be made here between *D—U* and *D—C*? To which is the young person more resistant, *D—U* or *D—C*? Why? What would the indirect method from the point of view of the learner imply? See McKown, pp. 151-153; 133-137.

Can you give an illustration of a method or program which is direct (that is purposeful, planned, and systematic) from the point of view of the teacher, but is indirect (with attention directed to activity rather than upon character and citizenship improvement) from the point of view of the learner?

Problem 4.

The writer proposes the following schema which he believes will give a truer picture of the possible methods in character and citizenship education than the relatively unanalyzed "direct" and "indirect" methods.

In the following diagram:

D when used under the heading "Teacher" will mean *Direct* in the sense of being, from his point of view, purposeful, planned, systematic, and a definite responsibility.

D when used under the heading "Learner" will mean that the learner has his attention directed to the assumption that his knowledge or conduct needs improvement. (Usually the learner does not resist instruction directed to more knowledge or understanding. Often he does resist, however, direct attempts to improve his conduct, especially by moralizings and preachments.)

I when used under "Teacher" will mean that the method or procedure is *Indirect* or incidental to other work which the teacher is doing. It is not planned or systematic. It may involve moralizing but it is done as opportunities happen to present themselves.

I when used under "Learner" will mean that the character and citizenship learnings are achieved indirectly while the attention of the student is not upon self-improvement, but upon the job or discussion or activity being carried out. It would be a process of acquiring improved conduct by living it self-forgetfully.

U under "Area" will mean *Understanding*, including particularly knowledge, meanings, and methods of work.

C under "Area" will mean *Conduct* and attitudes.

Teacher	Learner	Area	Explanation and Example
<i>D</i>	<i>D</i>	<i>U</i>	<i>Direct</i> and planned from teacher's viewpoint; <i>Direct</i> from learner's viewpoint; in area of <i>Understandings</i> . Example: How to get facts about candidates in elections.
<i>D</i>	<i>D</i>	<i>C</i>	<i>Direct</i> (teacher); <i>Direct</i> (learner); in area of improving <i>Conduct</i> by precepts. Example: Teaching and memorizing Boy Scout or Girl Scout Laws.
<i>I</i>	<i>I</i>	<i>U</i>	<i>Indirect</i> and incidental (teacher); <i>Indirect</i> and incidental (learner); in area of <i>Understandings</i> . Example: Incidental mention in biology class of effects of alcohol on human body.
<i>I</i>	<i>I</i>	<i>C</i>	<i>Indirect-Indirect</i> ; in area of <i>Conduct</i> . Example: The athletic coach's incidentally stressing the importance of athletes' abiding by the no-smoking rules of the school.
<i>D</i>	<i>I</i>	<i>U</i>	<i>Direct-Indirect</i> ; <i>Understanding</i> . Example: Teaching of parliamentary procedure by first-hand experiencing involving the actual use of the procedures.
<i>D</i>	<i>I</i>	<i>C</i>	<i>Direct-Indirect</i> ; <i>Conduct</i> . Example: Project involving learning good sportsmanship by first-hand experiencing at inter-school games.

In making the distinction above between improvement in understandings and improvements in conduct, we wish to limit the area in which there is difference of opinion about the relative values of the direct and the indirect methods. In areas of teaching where the primary aims involve the imparting of knowledge and understandings there is no question about the efficiency of the direct method. In attempting to increase the knowledge and understandings of students in history, government, literature, and science, for example, any method is used

which will help them most in attaining the desired understandings. It is only in areas where there is an attempt to influence attitudes and conduct that the question of the value of the direct method arises.

We wish to stress the point here, and make provision for its amplification and illustration later, that growth in character and citizenship may accrue either from increased understandings, or from improved conduct involving existing understandings or from both.

Plan for the Next Five Units

In the next five units we shall try to assist the student to study the main suggested methods and procedures in character and citizenship education under the six categories listed in the above schema. Some of the units will be limited in the possibilities of application in schools to-day and will be treated very briefly; others will offer extensive possibilities and will be studied at greater length.

UNIT XIII

TEACHING KNOWLEDGE AND UNDERSTANDING: THE D—D—U METHOD¹

Problems

1. Name as many situations as you can where instruction and study leading to greater knowledge and understanding may make contributions to character and citizenship directly. What is meant by "directly" in this connection?
2. In such situations do the usual criticisms against the direct method apply? Why?
3. Are there special opportunities for the use of the direct method of imparting knowledge and understanding (without any moralizing concerning the application of such understanding to conduct) in the area of group behavior?
4. To what extent should all the contribution of the various school subjects to intellectual understandings be included in this unit?

Suggested Readings

- League of Women Voters. *Know Your Town Government*.
League of Women Voters. *Know Your State*.
League of Women Voters. *Election Handbook*.
McKown, H. C. *Character Education*. Pp. 163-189.
Spalding, W. B. and Montague, J. R. *Alcohol and Human Affairs*. With an Appendix on Tobacco and Narcotics.
Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Chapter 4.
National Society for the Study of Education. Forty-fourth Yearbook. *American Education and the Postwar Period, Part I, Curriculum Reconstruction*.
Peters, C. C. *Teaching High School History and Social Studies for Citizenship Training*. Chapter 2.
Mahoney, J. J. *For Us the Living*. Chapters 3, 9, 11, and 14.

¹The D-D-U Method means direct from the point of view of the teacher, direct from the point of view of the student, and in the area of intellectual understandings. See Unit XII.

Wesley, E. B. *Teaching Social Studies in High Schools*. Chapters 7, 14, and 11.

Wilson, Howard E. *Education for Citizenship*. Chapters 2, 4, and 6.

Elaborations and Aids to Study and Discussion

Problems 1 and 2.

In many, and probably most, situations in life inferior character and citizenship are due more to the gap between knowledge (including ideals) and actual conduct than to gaps in knowledge or understandings. This is true not only in the realm of pronouncedly inferior conduct but also in the rather "respectable" area of practice of second-bests in the presence of knowledge of the bests. Any direct instruction in this type of situation is almost certain to lead to moralizing, and has been referred to as the *D—D—C* method. It will be discussed in the next unit. There is, however, a very important area, which is probably increasing in our rapidly changing society, where improved knowledge and understanding may lead directly to improved conduct without any moralizing involved.

Seven illustrations are being given with the idea (*a*) of stimulating the student to think of other areas in which the *D—D—U* method would apply, and (*b*) of giving a common core of areas in which the student is asked to give practical suggestions for implementing instruction.

(1) Information on local government and on how to get facts about issues and candidates. An excellent illustration of the use of this method is provided by the League of Women Voters. The League meticulously avoids any suggestions as to what candidate any voter should vote for, but it sets out directly to inform the voter concerning the issues at stake and the background and experience of each candidate. In most larger communities a representative of the League would be glad to visit the school and tell of the objectives and methods of her organization. In each state literature can be obtained from the state office of the League. The National Headquarters of the League in Washington, D. C., will be glad to supply information to any school or college group that requests it.

(2) Automobile driving. Much splendid work in highway safety can be done by merely educating young drivers in the

facts and techniques of safe and courteous operation of motor vehicles. Extensive Workshops on this topic have been conducted in New York University, and valuable written material is available. Investigate American Automobile Association program.

(3) Alcohol and tobacco. Facts on the effects of alcohol and excessive use of tobacco should be, without any moralizing, strong in their deterrent effects upon children and youth if these facts are presented periodically and geared to the stage of development of the learners.

(4) Laws of good physical and mental health. Young people are highly motivated to be strong and virile. They make heroes of their athletes and of others with "strong" personalities based on physical and mental vitality. They will not always follow admonitions from parents and teachers about sleep, rest, diet etc., but they are interested in the facts of health, and it is through such facts that many adolescents will be influenced most in their development of "sound minds in sound bodies."

(5) Sex education. Young people desire more information from reliable sources about sex education than they normally get in most communities. Adequate research is not available to indicate the results, in terms of happier marriages, and less sex immorality, and reduced venereal disease, of the use of factual material in sex education. However, the direct presentation of such facts is certainly not resisted by youth, and it is believed by many experts to be one of the most important topics in any consideration of ways and means of achieving better and happier home life in the families of tomorrow. Among the more interesting methods in sex education are motion picture films. Available films in this field vary widely in quality and in suitability for different age levels. Any teacher planning to use such a film in secondary school would do well to see the film himself and judge its suitability before showing.

A student committee might find it interesting and valuable to work up a brief list of readings and of films suitable for use with students.

(6) Knowledge of the contributions of peoples of different nationalities and races. Much is said today about tolerance, and with many people it would be placed very high on the list of character and citizenship objectives which the schools should pursue. It is an area in which it is easy to moralize. It is easy, even in groups formed for the study of citizenship, to set one group against another in the moralizing or name-calling which

one group does as it observes what it considers to be an unbearable amount of intolerance in another group. It is doubtful if such moralizing and name-calling increase tolerance. Increased knowledge of what people in different nationality and racial groups are like and what they are accomplishing in art, music, drama, etc., may show the basic similarities in people the world around. It should increase human sympathies and enhance respect for the dignity of man regardless of origins or surroundings. Active respect for personality and human sympathies are deeper and more dynamic than tolerance. Knowledge and understandings should generate respect from within, and if built upon such inner attitudes tolerance will be genuine; without it tolerance seems cold and reluctant.

(7) Parliamentary Procedure. It is a frequent observation of adults that young people's conversations and meetings are overly informal, sketchy, and at times almost chaotic. This observation is much more likely to be made in communities where the schools do not give children and youth experience in running their own meetings. Instruction of the group in simple parliamentary procedure and in following simple rules of order are effective methods of preparing young people to run their meetings successfully.

Knowledge and understanding in any situation such as any of the above will, of course, not guarantee conduct consistent with it, but often there is a direct carry-over. But more important than this is the fact that without proper knowledge and understanding the best intentions cannot lead to the most suitable conduct. Every individual in order to keep up with the character and citizenship demands upon him has the ethical obligation to keep himself informed. Such information he normally gets quite directly, and he does not resent it for its directness.

With these suggestions and the running comments on each before him, the student might select one and show in some detail how he would teach that unit in secondary school. The student might also use these situations as a springboard for thinking of others where the *D—D—U* method could be effectively employed.

Problem 3.

If an attempt were made to improve the sportsmanship on the part of two schools which were keen rivals in athletics, would the issues be more complex on the factual side than comparable issues involving, say, two individuals? In such an adult issue as that between management and labor are there factual issues which are worthy of direct study? In such cases would the direct study of the problem, designed to reveal the facts and lead to intellectual understanding (but not necessarily to any particular course of action), be considered moralizing or preaching?

Suggest a few situations involving group conduct in school or community life where you think improvement might be effected solely by an increase in the knowledge and understandings of the issues involved.

Problem 4.

How would you distinguish between the contributions of the regular school subjects which should be considered here and those which should be included under the *I—I—U* method (often referred to as the incidental method)? How would you distinguish in the various school subjects between understandings which should be considered as contributions to character and citizenship development and other understandings which are developed in the courses? Should we claim that all understandings have potential application to character and citizenship development, and thus include, directly or indirectly, everything taught? Do attempts to over-generalize in this connection, claiming that almost everything taught in a subject has applications to citizenship development, serve the interest of vital and practical work in the field or undermine it?

Name some facts or understandings that can be taught in your subject which should lead directly, and without any moralizing, to improved character and citizenship. Each of the

following subjects should be considered by one or more members of the class: English, foreign languages, geography, government (including civics), history, mathematics, physical education, and science.

UNIT XIV

DIRECT TEACHING THROUGH THE USE OF PRECEPTS: D—D—C METHOD¹

Problems

1. What specific methods would you include under this heading?
2. Describe some plan which you have seen in operation or read about which illustrates the application of the D—D—C method.
3. Name some important character codes of the past and present. How were they used for instruction purposes?
4. What are the advantages and disadvantages of this D—D—C method?

Suggested Readings

- McKown, Harry C. *Character Education*. Pp. 126-145; 63-69.
- Smith, Henry L. *Character Education—Survey of Practices in the Public Schools of the United States*. Pp. 1-32.
- Charters, W. W. *The Teaching of Ideals*. Pp. 183-210; 51-85; 115-126.
- Betts, G. H. *Foundations of Character and Personality*. Pp. 295-323.
- Symonds, P. M. *The Nature of Conduct*. Pp. 53-96.
- McElhinney, R. S. and Smith, Henry L. *Personality and Character Building*. Chapter 10, pp. 157-175.
- Monroe, W. S. (Editor). *Encyclopedia of Educational Research*. Pp. 216-218.
- Ideals*. Milwaukee, Wisconsin: Ideals Publishing Co.

Elaborations and Aids to Study and Discussion

Problem 1.

Consider, first, memory work. What do some teachers have young people memorize with a view to its effect on conduct? What memorized material of this type can you reproduce?

Second, consider material designed for more or less continuous visual stimulation, such as mottoes and slogans. Give as many illustrations as possible. Would certain cartoons be classified under this heading? It is suggested that each student select

¹The D—D—C Method means direct from the point of view of the teacher, direct from the point of view of the student, and in the area of conduct. (See Unit XII).

and bring to class one or more cartoons which seem worthy of consideration under this topic.

Third, think of reading material which directly points a moral. Illustrate from poetry. Illustrate from drama. Would any of Emerson's essays be relevant here? Would an allegory like Bunyan's *Pilgrim's Progress* be sufficiently direct to include here? What about fables?

Fourth, think of compositions or talks by pupils on some trait.

Fifth, consider talks by teachers or visiting speakers on traits. Are commencement speeches frequently sufficiently direct to be included here?

Problem 2.

See McKown, pp. 126-130; and Charters. Some of the older plans, although not used in the original form today, are interesting in indicating the method. It is surprising how these older plans reappear in slightly revised form from time to time.

Examine at least one issue of the series of brochures entitled *Ideals*. It presents in very artistic form a variety of material. It is for the most part illustrative of the *D—D—C* method.

A student or a committee interested in the history of American education might look up a copy of the McGuffey Readers and study the method of ethical training involved.

Problem 3.

Such codes as the Ten Commandments, the Code of Justinian, the Boy Scout Code, the individual code used by Benjamin Franklin (and described in his *Autobiography*), the Charters Analysis for use in schools, and several others, are discussed by Symonds, pp. 75-95.

The use of codes of ethics in the teaching profession is discussed briefly in the *Encyclopedia of Educational Research*, pp. 216-218.

Problem 4.

Read McKown, pp. 131-143 and two or three of the other references. What points made for and against the *D—D—C* method do you think are the most convincing?

UNIT XV

INCIDENTAL TEACHING IN CURRICULAR, CO-CURRICULAR, AND MANAGEMENT ACTIVITIES IN THE SCHOOL: *I—I—U* AND *I—I—C* METHODS¹

Problems

Indirect-Indirect-Understandings (I—I—U) Method

1. (a) What subjects in the curriculum do you think offer the best opportunities for education in character and citizenship through incidental instruction? Name a few facts or understandings in each of three subjects just mentioned which would be relevant to character and citizenship development.
(b) Wherein would the incidental method when applied to knowledge and understandings (*I—I—U* method) be different from the *D—D—U* method of Unit XIII?
2. Give illustrations of some understandings which might be taught incidentally in connection with athletics, club activities, and school management and discipline.

Indirect-Indirect-Conduct (I—I—C) Method

3. Is there more reason for teachers to use the incidental method in attempts to influence conduct than in teaching knowledge or understandings? Why?
4. Give one or two specific illustrations, in the subject in which you are best prepared to teach, of opportunities for influencing the conduct of pupils by the incidental (or *I—C—C*) method. Do the same for school management and discipline.
5. What would be the advantages and disadvantages of placing full dependence for all character and citizenship education upon the incidental method (*I—I—U* and *I—I—C*)?

¹*I—I—U* means indirect from the point of view of the teacher, indirect from the students and in the field of understandings; *I—I—C* means indirect from the point of view of both teacher and learner, and in the field of attitudes and conduct. (See Unit XII.)

Suggested Readings

- Charters, W. W. *The Teaching of Ideals*. Pp. 161-189; 210.
 McKown, Harry C. *Character Education*. Pp. 163-213; 153-154.
 National Education Association: Educational Policies Commission. *Education for All American Youth*. Pp. 89-103; 261-265.
 Germane, C. E. and Germane, E. G. *Character Education*. Pp. 28-50.
 Mirrieles, L. C. *Teaching Composition and Literature*. 1943. Pp. v-ix; pp. 3-31; 331-345; 501-536.
 Bining, A. C. and Bining, D. H. *Teaching the Social Studies in Secondary Schools*. Chapters 18 and 13.

Elaborations and Aids to Study and Discussion

Problem 1.

(a) After making your list, compare it with the results obtained a number of years ago by Golightly² who found that superintendents, principals, and teachers placed the following four subjects at the top of the list and in the order given:

Social studies, including history and civics.

English.

Health, athletics and physical education.

Biology.

(b) Would the *I—I—U* method be better than the *D—D—U* for making applications from the subject-matter understandings to character and citizenship understandings? Would such applications if made directly be resisted or resented as representing moralizing? If not, would you favor extending the *D—D—U* method to include applications and attempts to effect transfer? Would the *D—D—U* method be more purposeful and planned than the *I—I—U* method?

Problem 2.

Have you observed in your own experience in school any facts or understandings of the following to have been taught incidentally: health, diet, sex education, alcohol, smoking, choice of leaders, parliamentary procedure, elements of getting

²Golightly, T. J. *The Present Status of the Teaching of Morals in the Public School*. Nashville, Tenn.: George Peabody College Contributions to Education, No. 38. (The votes for certain closely related subjects have been combined by the writer. For example, the votes for history and for civics have been combined under the term, social studies.)

along with people, leadership? If you wished to teach facts or develop understandings about any of these problems, would you feel that it would be necessary to be very indirect (or incidental) in your approach, or would forthright teaching of such facts or understandings in accordance with a definite and well-thought-out plan be preferable? (See *D—D—U Method*).

Problem 3.

What would you think of a plan of teaching as many facts or understandings as possible by the direct method and of reserving the incidental method as a means of applying the understandings to actual conduct? If the applications looking toward improved conduct or citizenship were made incidentally (that is, indirectly and unplanned on the part of the teacher, and indirectly on the part of the learner), would there be less resistance and more learning on the part of the pupil than if the applications were planned for directly?

Problem 4.

If the student cannot think of good illustrations in his own experience, he may find suggestions in McKown, Chapters 8 and 9.

Problem 5.

Would such a plan make education in character and citizenship a part of the duty—an incidental duty—of every teacher? Would there be a danger that the everyday demands of classroom management and of teaching the regular school subject, might crowd out the incidental demands? Would there be a danger that certain over-zealous teachers might kill the interest of young people in good literature and in history by excessive sermonizing or moralizing with the facts of literature and history as texts? Would such incidental teaching provide adequate opportunities for youth to learn by doing? When teaching in the field of character and citizenship development is indirect in the sense that it is unplanned and spontaneous, is there danger that whatever teaching is done will be direct moralizing, where the pupils are taught about

character and citizenship but are not given experience in the practice of it? See McKown, pp. 153-154.

The student should compare this *I—I—C* method with the *D—I—C* method to be discussed later. Note that the symbols, *I* and *C*, are common in both. Is it possible for a teacher by direct thought and planning to do a better job of making the instruction indirect from the point of view of the learner than he would do by unplanned, incidental instruction?

UNIT XVI

STUDENT EXPERIENCING, PART I

GROUP DISCUSSION: D—I—U AND D—I—C METHODS¹

Problems

1. Consider the following activities in which student discussion may play a large role:
 - (a) Current events.
 - (b) Home-room activities in which affairs of the school are considered.
 - (c) Group guidance.
 - (d) Panel discussions of school and community affairs of special interest to students.
 - (e) Committee work and training for committee work.
 - (f) Small group conferences following certain assembly programs.
 - (g) Small group conferences following certain assigned radio programs.
 - (h) Discussions with invited speakers on special topics.

What suggestions can you offer as to methods of leading discussions in the above areas in such a way that the students would have the maximum experience of genuine participation?

2. Is group discussion of value in the planning stage of the activity (or project) method of teaching? To what extent is the discussion method of value in motivating and assisting youth to think through and to understand the basic learnings involved in the practical execution of projects?
3. Are we justified in classifying group thinking and discussion under student experiencing, or should student experiencing refer only to the practical execution of projects? Why?
4. Name four or five problems involving character and citizenship of youth which might be largely solved in group discussions as far as understandings and the appreciation of group attitudes are concerned.

¹See Unit XII.

5. What, if any, limitations are there to the use of actual happenings and situations at school or in the community as topics for group discussion? If there are limitations or possible dangers how may these be overcome? Consider these problems in connection with specific teaching materials now available.
6. What advantages do you see in providing opportunities for young people to discuss and develop ideals, principles, and plans of action in the presence of their peers?
7. How is the discussion method related to planning of "doing" activities?

Suggested Readings

- Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Chapter 8, especially pp. 207-213 and 222-234; pp. 268-272.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Pp. 143-146; 150-161; 230-231; 171-180.
- Charters, W. W. *The Teaching of Ideals*. Pp. 262-277, especially pp. 273 ff; pp. 120 ff; pp. 248 ff.
- McKown, Harry C. *Character Education*. Pp. 82-91; p. 161.
- Brewer, J. M. and Glidden, C. H. *Newspaper Stories for Group Guidance—A Book on Problems of Character*. Pp. 233-250; pp. 3-11. Select from Table of Contents a few incidents of interest.
- Jones, Vernon. *What Would You Have Done?* See Preface, and sample the episodes. (Teachers' manual, to accompany the above is entitled *Character Education through Cases from Biography*.)
- Jones, Vernon. *Youth Decides—Group Guidance in Everyday Citizenship*. (See questions for study and discussion in each unit).
- Starbuck, E. D. and Staff. *Living Through Biography*. (A series including *Real Persons*, *The High Trail*, and *Actions Speak*).
- National Forum Guidance Series. *High School Life*; *Discovering Myself*; *Planning My Future*; *Toward Adult Living*.

Elaborations and Aids to Study and Discussion

Problem 1.

It is suggested that each student, in addition to giving brief thought to each of the activities suggested, should select one or two for fairly intensive study and planning. It is on the basis of these plans that the student will perhaps be in the best position to make suggestions concerning methods of leading discussions in such a way as to provide experience to youth in genuine participation.

Problems 2 and 3.

To what extent should pupils participate in the planning as well as the "doing" activities of a project? Why? Are thinking and discussing in the planning period of a project real experiencing, or would you confine experiencing to the social and physical activities involved after the project has reached the execution stage?

What opportunities for learning are afforded at the termination of the "doing" parts of a project? Would such learnings result from generalizations and preachments on the part of the teacher (illustrating the *D—D—U* and *D—D—C* methods), or from student experiencing (illustrating the *D—I—U* and *D—I—C* methods)? Would this depend largely on the teacher?

Problem 4.

What do you think of each of these as a possible example:

- (a) Good sportsmanship at athletic contests.
- (b) School loyalty.
- (c) Etiquette in boy-girl relations in light of modern changes.
- (d) Thrift.

Give other examples. Using one of these as a possible topic for discussion, break it down, suggesting four or five problems suitable for group discussion.

Problem 5.

Have you known of attempts to conduct free discussions of actual happenings at school or in the community to fail because feelings were too intense to be conducive to discussion? Will leading students frequently avoid participating in the discussion of a topic which is keenly controversial or one which may force them to take sides?

If discussions are based largely on situations growing out of actual happenings in the school, is there likely to be continuity in the discussions?

Some of the books prepared for use in the discussion method have been prepared with certain of the limitations of the use of actual situations in mind. This has been particularly true

of some of the material from biography. Some of this material deals with actual situations in the boyhood or girlhood of famous personages and involves sufficiently varied and up-to-date problems as to be valuable for leading discussions systematically into various important problems in character and citizenship. Such material usually has high interest and memory value for pupils, since it comes from the lives of well-known people. Often the reading and discussion of the episodes lead to the reading of the entire biographies from which the episodes were taken. This material is particularly valuable in providing a reservoir of carefully planned discussion topics from which the teacher may select those which parallel, in principle at least, actual everyday problems of the pupils. Such topics or true situations from biography will be close enough to modern problems to stimulate and hold interest almost like a parable, yet sufficiently disconnected in immediate setting to avoid too great identification on the part of the pupil with the immediate situation and the reticence which such identification often entails.

For biographical material for use in discussions in the area of character and citizenship education, see Jones and Starbuck in the *Suggested Readings*. See also Brewer, who has prepared interesting and systematic discussion material from newspaper stories.

Brewer's work will be particularly interesting to teachers who wish to combine character and citizenship education with group guidance. The National Forum Guidance Series uses the discussion method primarily for guidance, but there is a sufficiently close relation of this material to citizenship education to repay careful study. A small committee of students particularly interested in guidance might be formed to study intensively the relation of guidance to character and citizenship education. Special attention should be given to the use of the discussion method in both group guidance and character and citizenship education.

Problem 6.

In group discussions do you feel that there is danger that inferior attitudes and standards will outweigh superior ones? Should the teacher see to it that inferior attitudes are not expressed or supported? Are there advantages to the teacher in knowing what the prevailing attitudes and standards of young people are? Do you see any advantages in knowing what attitudes young people are willing to express in the presence of their peers as compared with attitudes or opinions expressed more or less privately to the teacher? Should the teacher refer to such apparent discrepancy if it should appear? In group discussion is it likely that pupils will learn that others have the same problems, worries, attitudes, and opinions as they have? If so, are there advantages or disadvantages of such discovery? If not, are there advantages and disadvantages?

Problem 7.

Work on this problem will serve to show the essential oneness of the present unit and the next. Is there any important line of demarcation which can be drawn between thinking and discussing on the one hand and "doing" on the other? Why are both of these units placed under the same general heading of "Student Experiencing"?

UNIT XVII

STUDENT EXPERIENCING, PART II

“ACTIVITY”: D—I—U AND D—I—C METHODS¹

Problems

1. Discuss the possibilities for character and citizenship education through student clubs and other regularly organized student activities.

In answering the above would it be an advantage or a disadvantage to consider the discussion method (of the last unit) as a part of the activity method?

2. Name a few special projects relating to curricular or co-curricular activities that might be organized for the purpose of extending the opportunities for character and citizenship education in school. Do you feel that you as a teacher could lead young people to participate in the planning and executing of special projects in such a way as to prevent their feeling that this is direct instruction? If so, explain briefly how you would proceed.
3. What do you think of student participation in the management of the school as a procedure in character and citizenship education? Consider especially the student council, and student participation in management of co-curricular or extra-curricular activities.
4. What, if any, special advantages are attached to participation in clubs or societies which are affiliated with a state or a national organization, such as 4-H clubs, Senior Scouts, Girl Reserves, Hi-Y Clubs, Junior Red Cross, etc.?
5. What activities can you suggest for increasing the transfer of learnings in school concerning election of officers, voting, etc., to effective voting at age 21 and thereafter?
6. What activities or projects can you suggest which involve character and citizenship education through pupils' study of or service in the community?

¹See Unit XII.

7. Can you suggest a plan whereby the different activities that you find in the literature can be organized under certain types and placed in a systematic and logical scheme? If such a logical scheme or outline could be made, what would be its value?

Suggested Readings

- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Pp. 43-328; 410-465; 337-346; 359-360.
- Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Chapters 8, 11, 16, 17, and Appendices I and II.
- McKown, Harry C. *Character Education*. Chapters 10, 11, 12, 16, and 17.
- Jones, Vernon. *Character and Citizenship Training in the Public School—An Experimental Study of Three Specific Methods*. Pp. 75-157; 313-362.
- Jones, Vernon. *Youth Decides—Group Guidance in Everyday Citizenship*. (See suggested activities in each unit.)
- National Society for the Study of Education. Forty-fourth Yearbook. Part I. *Curriculum Reconstruction*. Chapters on consumer education, natural resources, community education, health education, education for international understanding.
- Hanna, Paul R. *Youth Serves the Community*. (Scan entire book.)
- Wilson, Howard E. *Education for Citizenship*. Chapters 8 and 9.
- Citizenship Education Project. *An Approach to Citizenship Education*. Teachers College, Columbia University.
- Dimond, Stanley E. "Detroit Citizenship Study." *Social Education*. 1948. Vol. 12, pp. 356-358.
- Dimond, Stanley E. "Citizenship Education Through Student Participation." *High School Journal*. 1947. Vol. 30, pp. 60-61.

Elaborations and Aids to Study and Discussion

Problem 1.

The following list of student clubs and regularly organized student activities may serve as a stimulus to thought in considering the rich possibilities for character and citizenship in this area:

- (1) *Cooperative Clubs* (Cooperative in School Management):
- Student-body Organization
 - Student Council
 - Safety Club
 - Traffic Squad
 - Sanitary Squad

Library Club

Booster Club

(2) *Social Clubs*

Senior Class Organization, Junior Class, Sophomore
Class, and Freshman Class

Dance Club

Hiking Club

Bridge Club

(3) *Athletic Clubs and Teams*

General Athletic Association

Baseball

Basketball

Football

Soccer

Tennis Club

Skating Club

Golf Club

Swimming Club

Track

Ski Club

(4) *Literary Clubs and Boards*

Publications Board

Debating Society

School Annual

School Newspaper

Pen and Pencil Club

Scribblers' Club

(5) *Fine Arts Clubs*

Glee Club

Dramatic Society

Orchestra

Band

Playgoers Club

Television Club

Camera Club

Sketch Club

(6) *Subject Clubs*

Readers' Club

Local History Club

French Club

German Club

Chemistry Club (or Physics, or Natural Science)

Botany Club

Current Events Club

(7) *Hobby Clubs*

Stamp Club

Coin Club

Tinkers' Club (or Engineers' Club)
 Electronics Club
 Aeronautics Club

(8) *Branch or Representatives of Community, State, or National Organizations*

National Honor Society²

4-H Club

Hi-Y Club

Y-Teen Club

Senior Girl Scouts (Mariners, Senior Service Scouts, Pioneer Scouts, Wing Scouts)

Senior Boy Scouts (Sea Scouts, Explorer Scouts, Air Scouts)

Horizon Club (Camp Fire Girls)

Junior Red Cross

Civilian Air Patrol

(9) *Honor Societies*

Scholarship Society

——³Citizens League (A good citizens' organization with several levels of advancement to which practically all students are elected with some ceremony. Outstanding service is recognized by more-than-average speed of advancement in the organization).

School Senate (Made up of leading officers of all student organizations, the principal of the school, and teachers with special responsibilities in the co-curricular or extra-curricular program.)

Problem 2.

The writer has described in some detail the use of 12 specially constructed projects in an experiment running over one school year. For the benefit of students who are unable to get ready access to this book⁴ the units are being listed here:

- (1) Choosing leaders. (Including electing of class officers. Campaign and election paralleled an adult campaign and election.)
- (2) Halloween Unit. (Harmless fun-making activities to substitute for destructive pranks and vandalism at Halloween.)

²Headquarters: 5835 Kimbark Avenue, Chicago, Illinois.

³Name of school.

⁴Jones, Vernon. *Character and Citizenship Training in the Public School*, pp. 75-157.

- (3) Thanksgiving Unit. (A project in trusteeship. Paralleled the Community Chest campaign, but involving the spending of a small sum of money given to the class rather than money raising.)
- (4) The Police and Other Law Enforcement Machinery. (A project devoted to the study of the attitude of students to law and law enforcement and to the improvement in such attitudes where necessary.)
- (5) Christmas Unit. (A project in good will, directed particularly to doing of good turns for sick or otherwise unfortunate children and young people.)
- (6) Honor Unit. (A project directed particularly at problems of honor in athletic contests, in school, voting, etc.)
- (7) Good Sportsmanship Unit. (Devoted to good sportsmanship on the part of players on teams, on the part of cheer leaders, rooters for the team, etc.) Can rival schools cooperate in establishing better conditions for enjoyment of athletic or other contests?
- (8) Health Unit. (A project devoted to study and activities leading to improved diet, avoidance of unnecessary spread of disease germs, improved sanitary conditions and elimination of breeding places for flies and mosquitoes, accident prevention, first aid, effects of alcohol, etc.)
- (9) Fire Prevention. (A project in prevention of fires in the home; prevention of forest fires; cooperating in use of fire alarms; fire prevention equipment; fire insurance; fire regulations in public halls.)
- (10) Library Unit. (Experience in cooperating with and getting greatest service from libraries; the library as a resource in the study of modern problems.)
- (11) Gambling. (A project in: (1) getting the facts on the forms of gambling in one's community; (2) the laws and the reasons for them; and (3) thrift versus gambling.)
- (12) International and Inter-group Understandings. (An exchange of booklets or scrapbooks with schools in foreign lands; a study of the use of uncomplimentary nicknames and other ways of making certain racial and nationality groups uncomfortable in the community; welcome activities for new groups coming into the school from

lower schools; welcome for pupils moving into the community and entering the school system for the first time.)

For interesting activities involving tolerance and inter-group understandings and appreciations see the Springfield Plan.⁵

The student should supply other illustrations of special projects from his personal experience and his readings.

Problem 3.

Is there an important difference between student government in student activities and student government in general administration of the school? What, if any, distinction should be made between student government and student participation in government?

Should the introduction of student government or student participation in government into a school be a gradual process, or a rather sudden one? Why?

See McKown, pp. 89-90; 217-220; 252. See *Learning the Ways of Democracy*, pp. 337-346; 359-360; 245-248; 201-209.

Problem 4.

What is the reaction of youth to belonging to a club or other organization with a state or national hook-up as compared to a local organization? Is the experience in organization, the supervision, and the stimulation from a national organization of sufficient advantage to overcome the possible disadvantage of limitation in local initiative and experimentation? Is there likely to be greater continuity in the organizations of national scope? How can the schools cooperate most effectively with these national organizations interested in character and citizenship development? How can these organizations cooperate with the schools?

See McKown, pp. 354-375.

⁵For information and references to publications write to the School Department, Springfield, Massachusetts.

Problem 5.

Valuable suggestions on this problem will be suggested by study of the activities of the League of Women Voters of the U. S. It is recommended not only that their printed literature be studied with this problem in mind but also that efforts be made to have a prominent representative of the League visit with the class and discuss possible cooperation between the League and secondary schools and colleges in effecting better transfer of learnings in school to practice of adult voting.

In some schools a follow-up program is employed whereby graduates and other alumni of the secondary school are contacted shortly before they are eligible to register for voting at age 21. Superintendent E. E. Evans, the Chairman of the National Education Association Citizenship Committee emphasizes the value of this plan and reproduces a letter which a high school principal sends to all alumni when they reach the voting age. Evans⁶ says: "Note that this is definitely a personal letter. While all of the letters might be similar in content, each letter should include a paragraph which marks it as being expressly and personally from the writer to the recipient."

The sample letter is as follows:

MY DEAR JOHN:

I want to be among the first to congratulate you upon arriving at this very important birthday. We talk a great deal in America about the privileges of democracy. You have enjoyed many of those privileges, and you will remember that many times in school as we talked about the privileges of citizenship, you yourself, as well as your teachers, remarked that responsibilities are great where privileges are real.

Now, having reached your 21st birthday, you have full citizenship responsibility. I remember, particularly, the many responsibilities you assumed as a member of the student council. You will now be assuming those same responsibilities in the democratic life of our community and of our country.

Congratulations again, and very best wishes.

Principal

⁶Evans, E. E. "Making a Difference in Citizenship." *National Education Association Journal*, Volume 39, February 1950, p. 102.

Problem 6.

Many activities involving pupils' study of and service to the community are reviewed briefly in *Learning the Ways of Democracy*, pp. 263-328. Do some of these activities seem to you to get over too far into strictly adult problems? What if any distinction could you draw between the Holland, Michigan, project on conservation of forest and wild life and the project in support of Plan E Government in Des Moines, Iowa?

A good illustration of the use of the method of first-hand experiencing in education of youth outside of school is provided by the Junior Achievement Program. Teachers and other educators will be interested in this program both for possible suggestions as to methods and techniques and for the opportunities which it may provide for cooperation between the school and business.

Junior Achievement is a national non-profit organization designed to give boys and girls, between the ages of 15 and 21, experience in ownership and management of a miniature company. The basic purposes are: (1) to provide opportunities for young people to discover, within the area of business, the kinds of work which they like best and for which they are best suited, and (2) to give them practical experience and training in the principles and methods of American business. The program in each community is in charge of a local Junior Achievement Central Committee composed of local leaders in business, labor, civic affairs, and education.⁷

The student should investigate the developments in two outstanding experiments or demonstration projects now under way: (1) The Citizenship Education Project⁸ of Teachers College, Columbia University, which is supported financially by a large subvention from the Carnegie Foundation; and (2) the Detroit Citizenship Study.⁹

⁷For further information write Junior Achievement, Inc., 345 Madison Avenue, New York, N. Y.

⁸President William F. Russell, President of Teachers College, Columbia University, is Director of the Project, and Dr. William S. Vincent is Executive Officer.

⁹Dr. Stanley E. Dimond is Director of this Study.

Problem 7.

The class might consider making a group project out of this problem, and use it as a review of all the more significant "activity" plans which the members of the class can suggest from their own experience and from their readings.

If the class decides to do this, it might consider making a complete analysis of the methods described in at least the following two books: *Learning the Ways of Democracy* and Quillen and Hanna—*Education for Social Competence*. By way of getting started the class might find it wise to appoint a committee to study the matter and recommend methods of synthesis to the class for its study and discussion. After the general method of organization has been decided upon, each member of the class might be made responsible for a certain part of the analysis.

UNIT XVIII

EVALUATION, RESEARCH, AND PIONEERING IN CHARACTER AND CITIZENSHIP EDUCATION

Problems

1. What are some of the main problems in character and citizenship education in which questions of evaluation arise?
2. What is the relation of measurement to evaluation? Are the two terms synonymous?
3. What measurement techniques can you suggest for use in the evaluation of character and citizenship education? Which of the techniques suggested would be considered the more standard technique and which would be considered the newer and the more experimental methods?
4. Can you suggest some problems of evaluation in this field which go beyond the usual bounds of measurement?
5. Is there any relation between evaluation and progress in character and citizenship education?
6. Describe two or three experiments in the field of character and citizenship education which you would consider as being research studies.
7. Name two or three other innovations or pioneering projects which might easily have been made into research studies. What would have been necessary to have made them into experiments or research studies? Are research studies the only kind of innovations which lead to progress? Other things equal, do controlled experiments involving as much objective evaluation as possible lead more rapidly to progress than do pioneering projects which involve no systematic attempts at evaluation? Why?
8. What do you consider to be the one or two main problems in character and citizenship education to which research

- efforts should be directed? Would these involve short-term or long-term research programs? Is there a place for both short-term and long-term research in the field?
9. Can research programs in character and citizenship be of value educationally to youth while they are under way, or is it only the results of the research which can benefit them or those coming after them?

Suggested Readings

- American Council on Education: Commission on Teacher Education. *Helping Teachers Understand Children*. Chapters 2, 8, 10, 11.
- Carmichael, Leonard. (Editor). *Manual of Child Psychology*. Chapter entitled "Character Development in Children—An Objective Approach", by Vernon Jones.
- Cronbach, L. J. *Essentials of Psychological Testing*. Chapters 17, 18, 19.
- Dimond, Stanley E. "The Detroit Citizenship Study". *Social Education*, 1948, Vol. 12, pp. 356-358.
- Encyclopedia of Educational Research*. 1950 Edition. Pp. 126-134, 183-187, 1147-1152, 1208-1213, 1227-1228, 1236-1237.
- Freeman, F. S. *Theory and Practice of Psychological Testing*. Chapters 13 and 15.
- Germane, C. E. and Germane, E. G. *Personnel Work in High School*. Pp. 474-495, 562-577.
- Greene, E. B. *Measurement of Human Behavior*. Chapters 16, 18, 23.
- Hartshorne, H. and May, M. A. *Studies in Deceit*. Pp. 3-103, 402-414.
- Hartshorne, H. and May, M. A. *Studies in Service and Self-Control*. Chapters 3 and 4.
- Hartshorne, H. and May, M. A. *Studies in the Organization of Character*. Chapters 2 and 3, and pp. 1-5, and 361-379.
- Jones, Vernon. *Character and Citizenship Training in the Public Schools—An Experimental Study of Three Specific Methods*. Preface and Chapters 2, 3, 7, 11, 13.
- Jones, Vernon. *Youth Decides—Group Guidance in Everyday Citizenship*. Chapter 1.
- Lee, J. Murray. *A Guide to Measurement in Secondary Schools*. Chapter 4, and pp. 420-432.
- Ligon, E. M. *A Greater Generation*. Preface and Chapters 1 and 14.
- Lippmann, Walter. *A Preface to Morals*. Pp. 235-241.
- National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Chapters 2, 3, 4.
- Peters, C. C. *Teaching High School History and Social Studies for Citizenship Training*. Preface, and Chapters 1, 2, 4, 5, 6.

- Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Chapters 13, 14, 15, 3, 4, 17, and pp. 552-559.
- Reed, T. H. and Reed, D. D. *Evaluation of Citizenship Training and Incentive in American Colleges and Universities*.
- Ross, C. C. *Measurement in Today's Schools*. Second Edition. Pp. 488-532.
- Smith, Henry L. *Character Education—A Survey of Practices in the Public Schools in the United States*. 32 pages.
- Symonds, P. M. *Diagnosing Personality and Conduct*. Chapters 3, 8, 9, 14, 15, 16.
- Trow, W. C. *Educational Psychology*. Second Edition. Pp. 86-87.
- Wrightstone, J. W. and Campbell, D. S. *Social Studies and the American Way of Life*. Chapter 9.

Elaborations and Aids to Study and Discussion

Problem 1.

Doubtless many and varied problems will come to the minds of most students in connection with this question without further suggestions here. However, in order to stimulate each student to consider a rather wide range of areas, the following are being suggested:

- (1) Rating of pupils on report cards. (A mark on conduct, at least, is given in most schools. Often marks are assigned on certain character and citizenship traits like punctuality and effort).
- (2) Diagnosis of the character and citizenship responses of the individual pupil for conduct or guidance interviews. (Such diagnosis may involve as accurate an evaluation as possible of the conditions or motives or other contributing factors behind the overt character and citizenship responses of the individual.)
- (3) Identifying the leaders and prospective leaders in citizenship, on the one hand, and those needing special attention and individual help in meeting the minimum standards of the social group, on the other.
- (4) Judging the nature and efficiency of the class spirit or group morale of a class or team.
- (5) Judging the regular programs of the school, or that of the separate departments of the school, if developments in character and citizenship are among the objectives of the school or department in question.

- (6) Judging the efficiency of a special citizenship project which is being tried out.
- (7) Judging the character and citizenship climate of an athletic team, or club, or school, or community.
- (8) Determining the long-term influence of the character and citizenship program. (This would involve follow-up studies of students after they leave school.)
- (9) Judging the interrelation between, and the mutual impact of, the school and the community in matters of citizenship.

Problem 2.

The student will find the discussion of the meaning and significance of evaluation in Quillen and Hanna, *Education for Social Competence*, Chapter 13, and pp. 552-559 to be stimulating and valuable both for this Problem and for Problem 1. See also Ross, pp. 488-514.

Problem 3.

The student should be acquainted with the following techniques of measurement and consider the possible use of each in evaluating character and citizenship of youth.

- (1) Tests of knowledge and understanding. (Knowledge of health rules, of traffic regulations, of conservation and fire prevention, of etiquette and good manners, of everyday ethical principles, of certain basic democratic principles, of the more essential elements in the American heritage—all of these are illustrations of areas of knowledge and understanding which are relevant to character and citizenship, and which may be measured.)
- (2) Tests of moral judgment. (See Symonds, pp. 268-279; Lee, pp. 152 ff.; Quillen and Hanna, pp. 366-372; Wrightstone and Campbell, pp. 233-236, 245-262.)
- (3) Attitude scales. (See Quillen and Hanna, pp. 372-377; Cronbach, pp. 368-385; Greene, pp. 485-501, 507-516.)
- (4) Value scales. (See Greene, pp. 501-510.)
- (5) Tests of actual conduct. (See discussions of tests of honesty, cooperativeness, persistence, etc., in Hartshorne and May, *Studies in Deceit*, pp. 34-103; Jones, *Character and Citizenship Training in the Public School*, pp. 41-71; Greene, pp. 549-562; Cronbach, pp. 417-423.)

- (6) Observation and rating in normal situations. (See Cronbach, pp. 386-401; Symonds, pp. 52-86; Greene, pp. 699-708; Quillen and Hanna, pp. 398-399, and 552-559.)
- (7) Long-period observations and ratings recorded in cumulative records. (See Quillen and Hanna, pp. 407-410.)
- (8) Observation and anecdotal descriptions. (See *Helping Teachers Understand Children*, pp. 21-41, pp. 227-274, 364-400.)
- (9) Observation of attitudes as revealed in group discussions with peers. (See references to "Discussion Method" in index in Jones—*Youth Decides*.)
- (10) Psychodrama or role playing. (See Cronbach, pp. 428-432; Freeman, pp. 456-470.)
- (11) Sociometric technique. (Quillen and Hanna, pp. 400-402; Trow, pp. 86-88; Cronbach, pp. 407-412.)

Problem 4.

Does the fact that the field of character and citizenship deals, among other things, with values, motives, group behavior, and changing needs in a changing world, introduce especially difficult problems for the student of evaluation? Why? Would you classify these among the "intangibles" in education? Are they outside the usual bounds of measurement? Are they outside the bounds of possible measurement?

Is there a greater need for long-term longitudinal studies in the field of character and citizenship education than in most other fields? Why? How does your answer relate to the question of the usual boundaries of measurement?

Does the tendency to encourage cooperation between the school and the community in character and citizenship programs introduce new and difficult problems in measurement? Does the fact that there may be "vested interests" in the plans or programs of character and citizenship which are being evaluated introduce special problems?

Problem 5.

If your answers to most of the questions in Problem 4 are in the affirmative, what suggestions do you have for evaluation?

Does your answer depend on the relation of evaluation to progress in plans and procedures in character and citizenship education? What do you think about this relation? Do you have an analogy in the physical sciences and in applied fields like engineering and medicine? Do the needs of society often stimulate research and new discoveries? Does research stimulate new methods of measurement, or do new methods of measurement stimulate and make possible research into new areas, or is there mutual interaction?

Problem 6.

It is suggested that each student study intensively at least one of the following studies, in addition to any others that he may wish to investigate.

- (1) The Detroit Citizenship Study.¹
- (2) The Citizenship Education Project.²
- (3) Hartshorne and May, *Studies in Deceit*, pp. 3-46, 402-414. See also *Studies in the Organization of Character*, pp. 1-5, 361-379.
- (4) Jones, *Character and Citizenship Training in the Public School*, pp. vii-xi, 21-40, 380-390.
- (5) Peters, pp. 3-4, 7-63, 107-152.
- (6) Ligon, pp. vii-ix, 3-8, 89-99.

Problem 7.

The student will find in *Learning the Ways of Democracy* brief descriptions of many interesting projects in character and citizenship education. To what extent do these pioneering projects convince you of their value? To what extent would you like evidence upon their effectiveness in terms of pupil attitudes and conduct?

The importance of the use of the scientific method in attempts to make decisions on the basis of truth and fact, as

¹Dimond, Stanley E. "The Detroit Citizenship Study". *Social Education*. 1948. Vol. 12, pp. 356-358.

²Citizenship Education Project. *An Approach to Citizenship Education*. New York: Teachers College, Columbia University. 1950. Pamphlet, 26 pages.

often as possible, is stressed in Quillen and Hanna, pp. 360-361 and 460-463. See also *Encyclopedia of Educational Research*, 1950 Edition, pp. 1147-1152.

For an interesting attempt to evaluate citizenship training programs now being tried in colleges and universities, see Reed and Reed.

Is the educator with special interest in character and citizenship development under any particular obligation (moral or otherwise) to seek to base his generalizations and plans of action upon a firm basis of tested knowledge whenever and wherever possible? Why?

Problem 8.

Doubtless many problems will have occurred to the student as a result of his reading and thought in the course up to this point. However, if further readings are desired which may be particularly provocative of problems suitable for experimental study, including "action research", the following may be of value:

Encyclopedia of Educational Research, 1950 Edition. Pp. 126-134; 183-187; 1208-1213; 1227-1228; 1236-1237.

Quillen and Hanna, Chapters 3, 4, and 17.

Carmichael, L. (Ed.) *Manual of Child Psychology*. Chapter entitled "Character Development in Children—An Objective Approach". (Scan)

Problem 9.

To what extent can young people participate in evaluation and research which involve them as subjects? See Germane and Germane, pp. 474-495, for a description of the participation of pupils in making and using their own "yardsticks". Are there character and citizenship benefits to be derived from being "let in on" the experiment and from the mere experience of adventuring or pioneering together? Are there losses on the side of scientific controls when subjects know that they are participating in an experiment? Are there possibilities for youth to learn some of the uses of the scientific method in facing social issues by participation with teachers, and perhaps

other leaders in the community, in such research applied to their own education?

To what extent is it a duty or challenge of every teacher and student to attempt to leave his school better than he found it, that is, to advance the knowledge and practices in education for the benefit of those who come after him? How does this problem relate to the question of creativeness in Unit I and to that of problem solving in Unit XI?

BIBLIOGRAPHY

Note. This bibliography contains the complete reference for all the readings suggested in the foregoing units. For best results in the use of the syllabus it would be advantageous for each student to have access to each of the books and articles mentioned.

In situations where it is not feasible, however, to have copies of all references, good results can be obtained if at least the following books (as numbered) are readily available: 8, 17, 20, 31, 39, 68, 69, 76, 85, 89, 97, 114, 117. For students desiring one or two text-books to accompany the syllabus, the following are suggested from which a selection may be made on the basis of special interest: 68, 89, 76, 69.

1. Alexander, F. and Healy, W. *Roots of Crime*. New York and London: Alfred A. Knopf, Inc., 1935.
2. Allers, Rudolf. *The Psychology of Character*. London: Sheed and Ward, 1931.
3. American Council on Education. *Youth and The Future*. Washington: American Council on Education, 1942.
4. American Council on Education. Commission on Teacher Education. *Helping Teachers Understand Children*. Washington: American Council on Education, 1945.
5. American Council on Education. Committee on Religion and Education. *The Relation of Religion to Public Education, The Basic Principles*. Series 1, Reports of Committees and Conferences, Vol. 11, No. 26. Washington: American Council on Education, 1947. 54 pages.
6. American Educational Research Association. "Mental and Physical Health." *Review of Educational Research*. 1949. Vol. 19.
7. Bell, Howard M. *Youth Tell Their Story*. Washington: American Council on Education. 1938.
8. Betts, G. H. *Foundations of Character and Personality*. Indianapolis, Indiana: Bobbs-Merrill Company, 1937.
9. Bining, A. C. and Bining, D. H. *Teaching the Social Studies in Secondary Schools*. New York: McGraw-Hill, 1935.
10. Block, V. L. "Conflicts of Adolescents With Their Mothers." *Journal of Abnormal and Social Psychology*. 1937. Vol. 32, pp. 193-206.
11. Bossing, N. L. *Progressive Methods of Teaching in Secondary Schools*. Boston: Houghton Mifflin Company, 1942.
12. Brewer, J. M. and Glidden, C. H. *Newspaper Stories for Group Guidance*. New York: Inor Publishing Company, 1938.
13. Brown, A. W., Morrison, J., and Couch, G. B. "Influence of Affectional Family Relationships on Character Development." *Journal of Abnormal and Social Psychology*. 1947. Vol. 42, pp. 422-428.

14. Burnham, W. H. *The Normal Mind*. New York: D. Appleton Company, 1924.
15. Burt, Cyril. *The Young Delinquent*. New York: D. Appleton-Century Company, 1925.
16. Burton, W. H. *The Guidance of Learning Activities*. New York: D. Appleton-Century Company, 1944.
17. Carmichael, Leonard (Editor). *Manual of Child Psychology*. Chapter entitled "Character Development in Children—An Objective Approach." New York: John Wiley and Sons, 1946.
18. Carr-Saunders, A. M., Mannheim, H., and Rhodes, E. C. *Young Offenders*. New York: Macmillan Company, 1944.
19. Charters, W. W. *Motion Pictures and Youth: A Summary*. New York: Macmillan Company, 1933.
20. Charters, W. W. *The Teaching of Ideals*. New York: Macmillan Company, 1927.
21. Citizenship Education Project. *An Approach to Citizenship Education—An Eight Months' Progress Report*. New York: Teachers College, Columbia University, 1950.
22. Coe, G. A. "Shall the State Teach Religion?" *School and Society*. 1940. Vol. 51, pp. 129-133.
23. Cronbach, L. J. *Essentials of Psychological Testing*. New York: Harper and Brothers, 1949.
24. Cutts, Norma E. and Moseley, N. *Practical School Discipline and Mental Hygiene*. Boston: Houghton Mifflin Company, 1941.
25. Dale, Edgar. *How To Read a Newspaper*. Chicago: Scott, Foresman and Company, 1941.
26. Davis, Mary. *Weekday Religious Education*. Pamphlet No. 36. Washington: United States Office of Education, 1933. 34 pages.
27. Dewey, John. *How We Think*. Boston: D. C. Heath and Company, 1933.
28. Dimond, Stanley E. "Citizenship Education Through Student Participation." *High School Journal*. 1947. Vol. 30, pp. 60-61.
29. Dimond, Stanley E. "Detroit Citizenship Study." *Social Education*. 1948. Vol. 12, pp. 356-358.
30. Doob, L. W. *Public Opinion and Propaganda*. New York: Henry Holt and Company, 1948.
31. *Encyclopedia of Educational Research*. Edited by Monroe, W. S. New York: Macmillan Company, 1950.
32. Forman, H. J. *Our Movie-Made Children*. New York: Macmillan Company, 1933.
33. Freeman, F. S. *Theory and Practice of Psychological Testing*. New York: Henry Holt and Company, 1950.
34. Fretwell, E. K. *Extracurricular Activities in Secondary Schools*. Boston: Houghton Mifflin Company, 1931.

35. Gates, A. I., Jersild, A. T., McConnell, T. R., and Challman, R. C. *Educational Psychology*. New York: Macmillan Company, 1942.
36. Germane, C. E., and Germane, E. G. *Character Education*. New York: Silver Burdett and Company, 1929.
37. Germane, C. E., and Germane, E. G. *Personnel Work in High School*. New York: Silver Burdett and Company, 1931.
38. Greene, E. B. *Measurement of Human Behavior*. New York: Odyssey Press, 1941.
39. Hanna, Paul R. *Youth Serves the Community*. New York: D. Appleton-Century Company, 1936.
40. Hartshorne, H. and May, M. A. *Studies in Deceit*. New York: Macmillan Company, 1928.
41. Hartshorne, H. and May, M. A. *Studies in Service and Self Control*. New York: Macmillan Company, 1930.
42. Hartshorne, H. and May, M. A. *Studies in the Organization of Character*. New York: Macmillan Company, 1930.
43. Havighurst, R. J., and Taba, H. *Adolescent Character and Personality*. New York: John Wiley & Sons, 1949.
44. Healy, W. *The Individual Delinquent*. Boston: Little, Brown and Company, 1917.
45. Healy, W. *Mental Conflicts and Misconduct*. Boston: Little, Brown and Company, 1917.
46. Healy, W. and Bronner, A. F. *Delinquents and Criminals, Their Making and Unmaking*. New York: Macmillan Company, 1926.
47. Healy, W. and Bronner, A. F. *New Light on Delinquency and Its Treatment*. New Haven: Yale University Press, 1936.
48. Hildreth, Gertrude. *Child Growth Through Education*. New York: Ronald Press, 1948.
49. Hilgard, Ernest R. *Theories of Learning*. New York: Appleton-Century-Crofts, Inc., 1948.
50. *Ideals*. Milwaukee, Wisconsin: Ideals Publishing Company, 1947.
51. Jones, Vernon. "Character Development in Children—An Objective Approach." Chapter in *Manual of Child Psychology*, edited by Leonard Carmichael. New York: John Wiley and Sons, 1946.
52. Jones, Vernon. *Character and Citizenship Training in the Public School—An Experimental Study of Three Specific Methods*. Chicago: The University of Chicago Press, 1936.
53. Jones, Vernon. *What Would You Have Done?* Boston: Ginn and Company. 1931. (Teachers' manual to accompany the above is entitled *Character Education Through Cases from Biography*. Boston: Ginn and Company, 1931.)
54. Jones, Vernon. *Youth Decides—Group Guidance in Everyday Citizenship*. Evanston, Illinois: Row, Peterson Company (In Press).

55. Jordan, A. M. *Educational Psychology*. Third Edition. New York: Henry Holt and Company, 1942.
56. Kingsley, H. L. *The Nature and Conditions of Learning*. New York: Prentice-Hall, Inc., 1946.
57. Klapper, Paul. *The Teaching of History*. New York: D. Appleton and Company, 1926.
58. Klein, D. B. *Mental Hygiene*. New York: Henry Holt and Company, 1944.
59. Kvaraceus, W. C. *Juvenile Delinquency and the School*. Yonkers, New York: World Book Company, 1945.
60. League of Women Voters. *Know Your Town Government*. Washington. 1949. 35 pages.
61. League of Women Voters. *Know Your State*. Washington. 1947. 34 pages.
62. League of Women Voters. *Election Handbook*. Washington. 1946. 20 pages.
63. Lee, J. Murray. *A Guide to Measurement in Secondary Schools*. New York: D. Appleton-Century Company, 1936.
64. Ligon, Ernest M. *A Greater Generation*. New York: Macmillan Company, 1948.
65. Lippmann, Walter. *A Preface to Morals*. New York: Macmillan Company, 1929.
66. McDougall, William. "Of the Words Character and Personality." *Character and Personality*. 1932. Vol. 1, pp. 3-16.
67. McElhinney, R. S. and Smith, Henry L. *Personality and Character Building*. Winona Lake, Indiana: Light and Life Press, 1942.
68. McKown, Harry C. *Character Education*. New York: McGraw-Hill Book Company, 1935.
69. Mahoney, John J. *For Us the Living—An Approach to Civic Education*. New York: Harper and Brothers, 1945.
70. Merrill, Maud. *Problems of Child Delinquency*. Boston: Houghton Mifflin Company, 1947.
71. Mirrieles, L. C. *Teaching Composition and Literature*. New York: Harcourt, Brace and Company, 1947.
72. Moehlman, C. H. *School and Church—The American Way*. New York: Harper and Brothers, 1944.
73. Monroe, W. S., (Editor). *Encyclopedia of Educational Research*. New York: Macmillan Company. Revised Edition, 1950.
74. Morgan, Olive J., Beasley, W., Esterer, Louise A., and Belnap, L. *Parents' Responsibility in Character Development*. Texarkana, Arkansas-Texas: The Palmer Foundation, 1948. (Also available from the General Federation of Women's Clubs, Washington, D. C.)

75. National Education Association: Educational Policies Commission. *Education for All American Youth*. Washington: National Education Association, 1944.
76. National Education Association: Educational Policies Commission. *Learning the Ways of Democracy*. Washington: National Education Association, 1940.
77. National Forum Guidance Series. *High School Life; Discovering Myself; Planning My Future; Toward Adult Living*. Chicago: National Forum Inc., 1946.
78. National Society for the Study of Education. Forty-first Yearbook, Part II. *The Psychology of Learning*. Bloomington, Illinois: Public School Publishing Company, 1942.
79. National Society for the Study of Education. Forty-fourth Yearbook, Part I. *American Education in the Postwar Period—Curriculum Reconstruction*. Chicago: University of Chicago Press, 1945.
80. National Society for the Study of Education. Forty-seventh Yearbook, Part I. *Juvenile Delinquency and the Schools*. Chicago: University of Chicago Press, 1948.
81. National Society for the Study of Education. Forty-ninth Yearbook, Part I. *Learning and Instruction*. Chicago: University of Chicago Press, 1950.
82. Neugarten, Bernice L. "Social Class and Friendship among School Children." *American Journal of Sociology*. 1946. Vol. 51, pp. 305-313.
83. Neumann, Henry. *Education for Moral Growth*. New York: D. Appleton and Company, 1923.
84. Olson, Willard C. *Child Development*. Boston: D. C. Heath and Company, 1949.
85. Peters, C. C. *Teaching High School History and Social Studies for Citizenship Training*. Coral Gables, Fla.: University of Miami, 1948.
86. Peters, C. C. *Objectives and Procedures in Civic Education*. New York: Longmans, Green and Company, 1930.
87. Pressey, S. L. and Robinson, F. P. *Psychology and the New Education*. Revised Edition. New York: Harper and Brothers, 1944.
88. Pringle, R. W. *The Psychology of High School Discipline*. Boston: D. C. Heath and Company, 1936.
89. Quillen, I. J. and Hanna, L. A. *Education for Social Competence*. Chicago: Scott, Foresman and Company, 1948.
90. Reed, T. H. and Reed, D. D. *Evaluation of Citizenship Training and Incentive in American Colleges and Universities*. New York: Citizenship Clearing House, Law Center of New York University, 1950. 64 pages.

91. Roback, A. A. *The Psychology of Character*. New York: Harcourt, Brace and Company, 1928.
92. Ross, C. C. *Measurement in Today's Schools*. Second Edition. New York: Prentice-Hall, Inc., 1947.
93. Schorling, R. *Student Teaching*. New York: McGraw-Hill Book Company, 1949.
94. Shaffer, L. F. *The Psychology of Adjustment*. Boston: Houghton Mifflin Company, 1936.
95. Sharman, J. R. *Modern Principles of Physical Education*. New York: A. S. Barnes and Company, 1937.
96. Skinner, Charles E. (Editor). *Educational Psychology*. Revised Edition. New York: Prentice-Hall, Inc., 1945.
97. Smith, Henry L. *Character Education. A Survey of Practices in the Public Schools of the United States*. Texarkana, Arkansas-Texas: The Palmer Foundation, 1950. (Also available from Hugh Birch-Horace Mann Fund of the National Education Association, Washington, D. C.)
98. Smith, Henry L. (with R. S. McElhinney). *Personality and Character Building*. Winona Lake, Indiana: Light and Life Press, 1942.
99. Sockman, Ralph W. *Morals of Tomorrow*. Harper and Brothers, 1931.
100. Spalding, W. B. and Montague, J. R. *Alcohol and Human Affairs*. Yonkers, New York: World Book Company, 1949.
101. Sperry, Willard L. (Editor). *Religion and Education*. Cambridge, Massachusetts: Harvard University Press, 1945.
102. Starbuck, E. D. and Staff. *Living Through Biography*. (Three volumes: *Real Persons*; *The High Trail*; *Actions Speak*.) Yonkers, New York: World Book Company, 1936.
103. Stokes, A. P. *Church and State in the United States*. Three volumes. Harper and Brothers, 1950.
104. Symonds, P. M. *Diagnosing Personality and Conduct*. New York: D. Appleton-Century Company, 1931.
105. Symonds, P. M. *The Dynamics of Parent-Child Relationships*. New York: Bureau of Publications, Teachers College, Columbia University, 1949.
106. Symonds, P. M. *The Nature of Conduct*. New York: Macmillan Company, 1928.
107. Thorndike, E. L. *The Fundamentals of Learning*. New York: Bureau of Publications, Teachers College, Columbia University, 1932.
108. Thrasher, F. M. *The Gang*. Chicago: The University of Chicago Press, 1927.
109. Trow, William Clark. *Educational Psychology*. Second Edition. Boston: Houghton Mifflin Company, 1950.

110. Voltmer, E. F., and Esslinger, A. A. *The Organization and Administration of Physical Education*. New York: Appleton-Century-Crofts, Inc., 1949.
111. Weigle, L. A. "Religious Education and School Administration." *Religious Education*. 1940. Vol. 35, pp. 67-75.
112. Wesley, E. B. *Teaching Social Studies in High Schools*. Third Edition. Boston: D. C. Heath and Company, 1950.
113. Williams, J. F. *The Principles of Physical Education*. Fifth Edition. Philadelphia: W. B. Saunders Company, 1948.
114. Wilson, Howard E. *Education for Citizenship*. New York: McGraw-Hill Book Company, 1938.
115. Woelfel, N., and Tyler, I. K. *Radio and the School*. Yonkers, New York: World Book Company, 1945.
116. Wrenn, C. G. and Harley, D. L. *Time on Their Hands*. Washington: American Council on Education, 1941.
117. Wrightstone, J. W. and Campbell, D. S. *Social Studies and the American Way of Life*. Evanston, Illinois: Roe, Peterson and Company, 1942.
118. Zachry, C. *Emotions and Conduct in Adolescence*. New York: Appleton-Century Company, 1940.

INDEX

- Ability, 31, 78-79
- Activity method, 113, 115, 119-127
- Alexander, F., 78, 137
- Allers, R., 21, 48, 137
- American Council on Education, 20, 42, 48, 58, 130, 133, 137
- American Educational Research Association, 35, 137
- Associates (*see also* Peers), 19-25
- Athletic Coach (*see also* Physical Education), 37-39, 87, 93
- Athletics, 35-39, 129ff.
- Attitudes, 87, 95, 96, 98, 99, 117, 133
- Authority, 21-24, 43-46, 74
- Availability, principle of, 81, 85-86
- Beasley, W., 20, 24, 140
- Beck, R. N., vi, 11, 13
- Bell, H. M., 58, 137
- Belnap, L., 20, 24, 140
- Belting, P. E., 43, 44
- Betts, G. H., 65, 67, 73, 107, 137
- Bible, 12, 14, 49, 74
- Bible reading in schools, 53, 54
- Bining, A. C. and D. H., 110, 137
- Biography, reading and discussion of, 114, 116
- Block, V. L., 20, 21, 137
- Books, influence of, 57, 61ff., 77, 79, 80
- Bossing, N. L., 28, 42, 43, 137
- Boy Scouts, 68, 108, 119, 122
- Brewer, J. M., 58, 114, 116, 137
- Bronner, A. F., 20, 57, 59, 78, 79, 139
- Brown, A. W., 20, 137
- Bunyan, J., 108
- Burke, E., 6,
- Burnham, W. H., 66, 138
- Burt, C., 78, 138
- Burton, W. H., 42, 138
- Camp Fire Girls, 122
- Campbell, D. S., 130, 132, 143
- Carmichael, L., 1, 86, 130, 135, 138
- Carnegie Foundation, 126
- Carr-Saunders, A. M., 78, 138
- Challman, R. C., 82, 93, 139
- Character, defined, 1-7
- Character Research Project, vi, 51
- Charters, W. W., 10, 28, 57, 58, 62, 95, 107, 108, 110, 114, 138
- Chase, W. L., vi, 12
- Christian culture, 48ff.
- Church, 47-56, 65, 71-75
- Citizenship, defined, 1, 6, 7
- Citizenship Committee of N.E.A., 125
- Citizenship Education Project, 120, 126, 134, 135
- Clark University, iv, vii, 11
- Class spirit, 19, 23, 24, 44, 46, 131
- Clubs, student, 120-122
- Co-curricular activities (*see also* Extra-curricular activities), 28, 109-112
- Codes, 108
- Coe, G. A., 48, 138
- Comic books and strips, 57, 61
- Community, 22ff., 33, 119, 126, 132
- Conditioning, 81, 84, 86, 87, 92
- Conduct, 95-99
- Conscience, 65, 71-73
- Conservation, teaching of, 126
- Couch, G. B., 20, 137
- Crary, R. W., vi, 11, 12
- Creativeness, 5, 13, 15
- Crime (*see also* Delinquency), 45, 46
- Cronbach, L. J., 130, 132, 133, 138
- Culture, 22-24, 48ff.
- Cutts, N. E., 42, 138

- Dale, E., 58, 138
 Davis, M., 48, 138
 Declaration of Independence, 12
 Defeatism, 67, 68
 Delinquency, 25, 45, 46, 59-62, 77-80
 Detroit Citizenship Study, 120, 126, 134
 Dewey, J., 82, 93, 138
 Diamond, S. E., 120, 126, 130, 134, 138
 Direct method, 95-99, 101-108, 111, 119
 Direct-indirect method, 98, 113, 117
 Discipline, 41-46, 109
 Discussion method, 113-117
 Doob, L. W., 57, 138

 Educational Policies Commission
 (*see also* National Education Association), iii
 Effect, principle of (*see also* Reward and Punishment), 84, 88
 Emerson, R. W., 34, 108
Encyclopedia of Educational Research (*see also* Monroe, W. S.), 130, 135, 138
 Esslinger, A. A., 35, 37, 143
 Esterer, L. A., 20, 24, 140
 Evaluation, 129-136
 Evans, E. E., 125
 Exercise, principle of (*see also* Practice), 81, 84
 Experiencing, student, 109-128
 Experimentation, 129-136
 Extra-curricular activities (*see also* Athletics and Clubs), 109-112

 Failure, 43, 79
 Family (*see also* Parents), 19-25
 Fantasy, 67, 69
 Fenton, N., 42
 Ferris, T. P., 51

 Forman, H. J., 57, 58, 62, 138
 Four-H Clubs, 119, 122
 Franklin, B., 108
 Freeman, F. S., 130, 138
 Fretwell, E. K., 28, 35, 36, 138
 Future Teachers of America, 32

 Gates, A. I., 82, 93, 139
 General Federation of Women's Clubs, 20, 24, 140
 Generalization, principle of, 81, 91, 92
 Germane, C. E. and E. G., 110, 130, 135, 139
 Gestalt psychology, 81, 89, 90
 Girl Reserves, 119
 Girl Scouts, 119, 122
 Glidden, C. H., 58, 114, 116, 137
 Goals and goal-seeking, 88, 89
 Golightly, T. J., 110
 Greene, E. B., 130, 132, 139
 Group morale, 19, 23, 24, 44, 131
 Growth, 13, 15
 Guidance, 74, 80, 113, 116

 Hanna, L. A., 10, 28, 57, 58, 62, 101, 114, 120, 127, 130, 132, 133, 135, 141
 Hanna, P. R., 120, 139
 Harley, D. L., 57, 62, 63, 143
 Hartshorne, H., 130, 132, 134, 139
 Havighurst, R. J., 20, 22, 72, 73, 139
 Hawkins, E. T., vi, 11, 13
 Health, 35ff., 73, 103, 110, 120-123
 Healy, W., 20, 22, 57, 59, 61, 65, 66, 78, 79, 137, 139
 Hegel, 50
 Hildreth, G., 20, 22, 42, 139
 Hilgard, E. R., 88, 89, 139
 Hi-Y Clubs, 119, 122

- Home, 19-25, 65, 73-75, 77, 78, 80
- Homeroom period, 28, 113
- Hughes, T., 34
- Ideals, 89, 102, 114
- Ideals*, 107, 139
- Identifiability, principle of, 81, 84, 85
- Incidental learning and teaching, 81, 98, 109-112
- Indirect method, 95-99, 109-112
- Inferiority feelings, 67, 68
- Insight, 81, 84, 90
- Integration, 81, 84, 90
- Intelligence (*see also* Ability), 78, 79
- Jefferson, H. B., vi, 11, 12, 13, 49
- Jefferson, T., 12
- Jersild, A. T., 29, 82, 93, 139
- Jones, V., vii, 12, 13, 20, 21, 30, 86, 114, 116, 120, 122, 130, 132-135, 139
- Jordan, A. M., 82, 140
- Jung, 68
- Junior Achievement program, 126
- Junior Red Cross, 119, 122
- Kant, I., 11
- Kingsley, H. L., 82, 93, 140
- Klapper, P., 27, 28, 140
- Klein, D. B., 20, 65, 67, 70, 71, 78, 79, 140
- Knowledge, 101-106
- Kvaraceus, W. C., 20, 21, 78-80, 140
- Leadership, and leaders, 19, 24, 25, 27-34, 131
- League of Women Voters, 24, 59, 96, 101, 102, 125, 140
- Learning, principles of, 81-94
- Learning the Ways of Democracy*, iii, 1, 6, 10, 20, 25, 28, 32, 35, 42, 95, 114, 120, 124, 126, 127, 130, 134, 141
- Lee, J. M., 130, 140
- Ligon, E. M., vi, 11-13, 47, 49-51, 56, 130, 134, 140
- Lippmann, W., 130, 140
- McConnell, T. R., 82, 93, 139
- McDougall, W., 1, 140
- McElhinney, R. S., 10, 28, 48, 107, 140
- McKown, H. C., 1, 10, 13, 20, 28, 35, 48, 58, 95-97, 101, 107, 108, 110-112, 114, 120, 124, 140
- Mahoney, J. J., 1, 10, 12, 13, 42, 78, 101, 140
- Maladjustment, mechanisms of, 65-71
- Mannheim, H., 78, 138
- Marks, school, 89, 131
- Martineau, J., 50
- May, M. A., 2, 130, 132, 134, 139
- Meiklejohn, A., 55
- Mental health (*see also* Health), 35ff, 103
- Mental hygiene, 65, 71-75
- Merrill, M., 20, 78-80, 140
- Mill, J. S., 11
- Millikan, R., 50
- Mirrlees, L. C., 27, 28, 110, 140
- Misconduct, 41, 43-46, 65-75, 77-80
- Moehlman, C. H., 48, 140
- Monroe, W. S., 35, 57, 95, 107, 108, 130, 135, 140
- Montague, J. R., 101, 142
- Morality, defined, 1, 4
- Morgan, J. E., 32
- Morgan, O. J., 20, 24, 140
- Morrison, J., 20, 137
- Moseley, N., 42, 138
- Motivation, 81, 84, 87-89

- Motion pictures, 57, 58, 62-64, 77, 79, 80
 National Conferences on Citizenship, iii
 National Education Association, iii, 1, 10, 20, 28, 32, 35, 42, 110, 114, 120, 125, 127, 130, 141
 National Forum Guidance Series, 114, 141
 National Society for the Study of Education, 20, 25, 42, 78-80, 82, 88, 93, 101, 120, 141
 Neugarten, B. L., 20, 141
 Neumann, H., 10, 141
 Newspapers, 57-60, 63-64, 77, 79, 80
 Objectives, 9-18
 Ojemann, R. H., 20
 Olson, W. C., 20, 28, 141
 Over-compensation, 67, 68
 Palmer, C. E., iii, vi
 Palmer Foundation, iii, iv, vi, 11, 20, 24, 95, 107, 130, 140, 142
 Parents (*see also* Home), 19-25, 86
 Parent-Teacher Association, 60, 73, 80
 Parent-teacher cooperation, 24, 60, 73, 80
 Parliamentary procedure, 104, 110
 Pavlov, I. P., 88
 Payne Foundation Studies of Motion Pictures, 62, 63
 Peers (*see also* Associates), 19-25, 66, 117, 133
 Personality, 1, 2, 11, 14, 65ff.
 Personality conflicts, 65-75
 Peters, C. C., 10, 101, 130, 134, 141
 Physical defects, 66, 73
 Physical education, 35-39, 73, 110, 121
 Play (*see also* Athletics and Recreation), 20, 36ff.
 Practice, meaningful (*see also* Exercise), 81, 84
 Pressey, S. L., 82, 141
 Prejudice, 87, 94
 Prince, M., 3
 Pringle, R. W., 42, 141
 Problem solving, 82, 93, 113-127
 Project method (*see* Experiencing)
 Propaganda, 57, 64, 94
 Psychodrama, 133
 Psychological Abstracts, 62
 Punishment (*see also* Effect, principle of), 81, 86-89
 Quillen, I. J., 10, 28, 57, 58, 62, 101, 114, 120, 127, 130, 132, 133, 135, 141
 Radio, 57, 58, 63, 64, 77, 79, 80
 Rationalization, 67-69
 Recreation (*see also* Athletics), 20, 57ff., 121ff.
 Reed, T. H. and D. D., 130, 141
 Religion, 47-56
 Religious adjustment, 66, 74ff.
 Religious education, 47, 51-56
 Repression, 67, 69, 70
 Research methods in character and citizenship, 129-136
 Respect for personality, 11, 14
 Reward (*see also* Effect, principle of), 81, 86-89
 Rhodes, E. C., 78, 138
 Roback, A. A., 1, 3, 142
 Robinson, F. P., 82, 141
 Ross, C. C., 130, 132, 142
 Russell, W. F., 126

- Safety, 102, 103, 120
 School environment, 41-46, 77-80
 School management (*see also* Student participation in government), 41-46, 109
 Schorling, R., 42, 142
 Sex and sex education, 30, 31, 61, 80, 103, 110, 115
 Shaffer, L. F., 65, 67, 70, 142
 Sharman, J. R., 35, 142
 Sibling rivalry, 19, 21
 Simultaneous Stimulation, learning by, 81, 84, 86, 87, 92
 Skinner, C. E., 82, 142
 Smith, H. L., iv, vi, 10, 28, 48, 95, 107, 130, 140, 142
 Smith, P., 56
 Social class, 22
 Social justice, 12, 14
 Socialization, 36ff., 120ff.
 Sociometric technique, 133
 Sockman, R. W., 48, 142
 Spalding, W. B., 101, 142
 Sperry, W. L., 47, 51, 55, 56, 142
 Spiritual values, 47-56
 Springfield Plan, 124
 Starbuck, E. D., 114, 116, 142
 Stokes, A. P., 48, 142
 Student Council, 120, 124
 Student participation in government, 44, 120, 122, 124
 Surrender, mechanism of, 67
 Symonds, P. M., 20, 21, 107, 108, 130, 132, 133, 142
 Taba, H., 20, 22, 72, 73, 139
 Tastes, education of, 60, 63-64, 121
 Teacher, 27-34, 60, 63, 64, 70-75, 79, 87, 88, 95, 97-99, 111, 119, 136
 Television, 57, 63, 64, 77, 79, 80, 121
 Temperament, 1, 3
 Thorndike, E. L., 81, 82, 84, 85, 142
 Thrasher, F. M., 20, 63, 78-80, 142
 Thrift, 115, 123
Tom Brown's School Days, 33-34
 Transfer of Training, 82, 84, 90-93, 119, 125
 Trow, W. C., vi, 82, 93, 130, 133, 142
 Trips, 80, 119ff.
 Truth, as an objective, 11, 14
 Tyler, I. K., 58, 63, 143
 Understanding, 90-92, 95-99, 101-106, 109-111
 Universalism, principle of, 13, 15
 Values, 47ff.
 Van Dyke, H., 34
 Van Valkenburg, S., vi
 Vincent, W. S., 126
 Volition, 5
 Voltmer, E. F., 35, 37, 143
 Voting (*see also* League of Women Voters), 119ff., 125
 Warren, H. C., 49
 Weigle, L. A., 47, 143
 Wesley, E. B., 102, 143
 Williams, J. F., 35, 36, 38, 143
 Wilson, H. E., 102, 120, 143
 Withdrawal, adjustment by, 67
 Witty, Paul A., 29
 Woelfel, N., 58, 63, 143
 Worcester, City of, vi, 11
 Workshop at Clark University, iii, iv, 10, 11
 Wrenn, C. G., 57, 62, 63, 143
 Wrightstone, J. W., 130, 132, 143
 Zachry, C., 66, 143

DATE DUE

AUG 31 1991

[illegible]

HIGHSMITH # 45220

LC268 .J79
Character and citizenship education.

Princeton Theological Seminary-Speer Library



1 1012 00026 3808